

## Pupil premium strategy statement (Primary)

### School overview

School name	Star Academy Sandyford
Pupils in school	221
Proportion of disadvantaged pupils	43% 94/219
Pupil premium allocation this academic year	£126,325
Academic year or years covered by statement	N-y6
Publish date	September 2020
Review date	December 2020
Statement authorised by	K Wildman
Pupil premium lead	K Wildman
Governor lead	Tom Beecham

### Disadvantaged pupils' performance - progress overview for last academic year

Measure	Score
Reading	-28% (NPP 7%)
Writing	-25% (NPP -5%)
Maths	-39% (NPP -6%)

### Disadvantaged pupils' performance – attainment overview for last academic year

Measure	Score		Measure	Score
Meeting expected standard at KS2 Combined	52%	-3	Met expected standard at KS1 Combined	3%
Meeting expected standard at KS2 Reading	65%	-17%	Met expected standard at KS1 Reading	45%
Meeting expected standard at KS2 Writing	61%	-19%	Met expected standard at KS1 Writing	38%
Meeting expected standard at KS2 Maths	52%	-29%	Met expected standard at KS1 Maths	59%
Meeting expected standard at KS2 SPAG	61%	-29%		
Achieving high standard at KS2 Combined	13%	-10%	Achieved high standard at KS1 Combined	0%
Achieving high standard at KS2 Reading	3%	-11%	Achieved high standard at KS1 Reading	7%
Achieving high standard at KS2 Writing	9%	-2% VA	Achieved high standard at KS1 Writing	10%
Achieving high standard at KS2 Maths	13%	-5% VA	Achieved high standard at KS1 Maths	10%
Achieving high standard at KS2 SPAG	7%	-6% VA		

## 2020-21 Executive Summary

Identified Barriers	Desired outcomes	Teaching Priorities		Targeted Academic Support		Wider Support	
		Strategy Summary	Cost	Strategy Summary	Cost	Strategy Summary	Cost
<b>Poor speech and Language on entry to EY</b>  <b>KLI</b>	<p>For all children to be at expected levels of speech and language by the end of Reception unless a specific SEN need is identified</p> <p>Increase the number of pupils passing the phonics test in year 1</p>	<p>To put a full time teacher into Nursery instead of a parttime teacher. They will have the skills and knowledge to be able to improve the speech and language provision.</p>	27,367.00	<p>Children will poor speech and language will be identified and objectives taught through the continuous provision will improve their speech and vocabulary.</p> <p>Engage in the Nuffield speech Language intervention through OA. Cost of training release day</p> <p>Launchpad to Literacy to be used to support gaps in language learning</p>	£200	<p>Where needed, children will be referred to SALT.</p>	

<b>Curriculum content amendment as a result of Covid 19</b>  <b>KLI 1</b>	Addressing the gaps in learning through targeted interventions.	Reading Squads – targeted interventions with Tas and teachers	£27,245.00	Nessy reading and spelling intervention	£300	Purchase of additional reading books to support the reading in KS2	£650
	Ensure rapid catch up of phonics and reading from Rec to Y3	20 hours TA time per week	£10,217.00	Headphones for implementation	£1000	Bug Club - scheme KS2	
	Ensure a variety of reading material allows for a depth and breadth of reading to create a love of reading, to allow for a blended approach, to ensure that reading material is not duplicated between the academy and home.	Targeted phonics support			Invest in substantial phonics training for new teachers and teachers new to their year group as soon as able due to covid restrictions.	£350	Library service software
	Increase the number of pupils passing the phonics test in year 1	12.5 hours a week TA time					
	Ensure regular use of the library to maximise reading for pleasure						
<b>60% of all safeguarding incidents are with pupils in receipt of PP</b>	To ensure that early identification supports the home environment for children, increasing a feeling of safety, stability and mental wellbeing conducive with learning.	DDSL to be released from class to become DSL – all systems and processes support the early identification and support of families because more time can be given.	£39,806.00	HSLW supports the work with families by working with parents who we have identified to be vulnerable to poor	8,127.00	Systems for the identification and support of mental wellbeing are in place in the academy.	Part of the DDSL cost

		Staff are well trained in mental wellbeing of the children / ACEs to help assess and identify those needing additional support.		mental health or aptitude.			
<b>14% of PP pupils are persistent absentees</b>	Raise attendance for all pupils to 97%  PA to decrease to be inline if not below national (10.9%), England (8.2%).	PHSE sessions used to support a positive view of school  Lessons to be broad, balanced and engaging to ensure that children enjoy their learning experiences		HSLW used to build relationships with parents to support the attendance of children in the academy	See cost above	EWO service used to support the attendance of pupils in school	£1200
<b>Low socio-economic demographic – limited Cultural Capital</b>	Ensure that pupils develop the detailed knowledge and skills needed, across a broad range of subjects, to apply what they know with increasing fluency and independence thus ensuring they achieve or exceed end of year expectations.  Ensure that all children regardless of circumstance have the opportunity	Through quality first texts and teaching, ensure children have then opportunity to visit the theatre or are exposed to theatrical performances.	£1000	Residential experiences in Y6. Children develop and refine skills in specific areas promoting improved progress and attainment within	£1000	Afterschool, clubs linked to enriching the curriculum and children's lives.  Uniform costs supported to	£3,863

	<p>to take part in enrichment programs that broaden their cultural capital and experience.</p> <p>All children to be 'smart' in their uniform and well fed</p>	There are trips linked to all curriculum areas to enhance the learning experiences	£1000	the given area of the curriculum.		<p>ensure that all children have access to a smart well fitting uniform</p> <p>Breakfast club food subsidy for children not attending club but hungry</p>	<p>£2000</p> <p>£1000</p>
		<b>£106,635</b>	<b>10,977</b>		<p><b>8,713</b></p> <p><b>Total: £126,325.00</b></p>		

Strategy aims for disadvantaged pupils/ **Teaching strategies for current academic year**

Measure	Activity	Predicted cost
<p><b>Priority 1:</b> For all children to be at expected levels of speech and language by the end of Reception unless a specific SEN need is identified.</p> <p>Increase the number of pupils passing the phonics test in year 1</p>	<p>To put a full time teacher into Nursery instead of a parttime teacher. They will have the skills and knowledge to be able to improve the speech and language provision and drive progress from initial starting points through continuous provisions and group activities. The teacher in question has a strong knowledge of phonics.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a></p> <p>All EY staff to have intensive training to enhance the CP provision to ensure that the children in EY are able to catch up quickly and Rec become year 1 ready</p> <p>New resources bought to ensure that the EY areas are covid safe and children are supported in their learning with the apparatus needed.</p> <p>Launchpad to literacy to support early language</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/</a></p>	<p>Teacher costs £27,367</p>
<p><b>Priority 2:</b></p> <p>Addressing the gaps in learning through targeted interventions.</p> <p>Ensure rapid catch up of phonics and reading from Rec to Y3</p>	<p>KS2 reading squads to ensure rapid continuation of progress of catch up for all.</p> <p>Additional online reading resources will be purchased to ensure that there can be a smooth transition to blended learning should the need arise.</p> <p>KS1 Phonics squads to ensure rapid catch up for all.</p> <p>Additional phonics training and resources will also be used to support the phonics squads</p>	<p>TA costs £37,462</p>

<p>Ensure a variety of reading material allows for a depth and breadth of reading to create a love of reading, to allow for a blended approach, to ensure that reading material is not duplicated between the academy and home.</p> <p>Increase the number of pupils passing the phonics test in year 1</p> <p>Ensure regular use of the library to maximise reading for pleasure</p>		
<p><b>Priority 3:</b> To ensure that early identification supports the home environment for children, increasing a feeling of safety, stability and mental wellbeing conducive with learning.</p>	<p>Releasing the AP to be DSL out of class full time.</p> <p>Support DSL in building relationships with families and social care to deliver the best service to our families.</p> <p>Home School Link worker to support Early Help Intervention</p> <p>Ensure that quality training is provided both at a Trust policy level and from an LA point of view which supports restorative justice and gives the confidence to challenge accurately, fairly but uncompromisingly.</p> <p>Make sure that regular supervision takes place to review the families specifically of PP children.</p> <p>Staff are well trained in mental wellbeing of the children / ACEs to help assess and identify those needing additional support.</p> <p>Ensure that the academic achievements of PP children on our safeguarding register are monitored and interventions put in place to support.</p> <p>Ensure that there is a thorough systematic approach to mental health in the academy.</p> <p>Formalise approaches to mental well-being in the Academy so that we have a thorough understanding of the interventions used before seeking further support.</p>	<p>DSL time £39,806.00</p>

<p><b>Priority 4:</b> Raise attendance for all pupils to 97%</p> <p>PA to decrease to be inline if not below national (10.9%), England (8.2%).</p>	<p>Teachers use PSH sessions to support a positive view of school attendance and address barriers that children may be facing that impact upon their attendance. Children have the opportunity to engage in a broad and balanced knowledge rich curriculum, which enthuses them to want to come to school. Staff will use Jigsaw to meet the social and emotional needs of children whilst addressing possible mental health issues that may lead to poor attendance.</p>	
<p><b>Priority 6:</b> Ensure that pupils develop the detailed knowledge and skills needed, across a broad range of subjects, to apply what they know with increasing fluency and independence thus ensuring they achieve or exceed end of year expectations.</p> <p>Ensure that all children regardless of circumstance have the opportunity to take part in enrichment programs that broaden their cultural capital and experience.</p> <p>All children to be 'smart' in their uniform and well fed</p>	<p>Teachers to use a range of quality text to enhance the curriculum Quality first teach will be the focus of the majority of our CPD to ensure that there is a fluid and progressive build up of knowledge.</p> <p>Schemes of work such as the Jane Considine writing units, Hamilton Trust will provide teachers with the tools to raise their own subject knowledge and decrease their workload. This supports quality teaching.</p> <p>Trips and visits linked to the curriculum will be subsidised <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf</a>  <a href="http://www.suttontrust.com/researchpaper/life-lessons/">http://www.suttontrust.com/researchpaper/life-lessons/</a></p>	<p>Resources £1000</p> <p>Subsidy £ 1000</p>
Projected cumulative spending		£106, 635

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	Sept 21
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	Sept 21
Progress in Mathematics	Achieve national average progress scores in KS2 Mathematics	Sept 21
Phonics	Achieve national average expected standard in PSC	Sept 21
Other	Improve attendance of disadvantaged pupils to Trust target of 97%	Sept 21

### Focus support for disadvantaged pupils to reach the expected standard in phonics check at end of Y1

Measure	Activity	Predicted cost
<p><b>Priority 1:</b> For all children to be at expected levels of speech and language by the end of Reception unless a specific SEN need is identified.</p> <p>Increase the number of pupils passing the phonics test in year 1</p>	<p>Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively</p> <p>Staff to use a systematic approach to phonics with the recently purchased letters and sounds big cats phonics books to support practice of phonemes.</p>	£350
<p><b>Priority 2:</b> Addressing the gaps in learning through targeted interventions.</p>	<p>Phonics squads to be used as a daily intervention. Tas to have a specific focus on PP children</p>	Previously costed in teaching strategies

<p>Ensure rapid catch up of phonics and reading from Rec to Y3</p> <p>Ensure a variety of reading material allows for a depth and breadth of reading to create a love of reading, to allow for a blended approach, to ensure that reading material is not duplicated between the academy and home.</p> <p>Increase the number of pupils passing the phonics test in year 1</p> <p>Ensure regular use of the library to maximise reading for pleasure</p>	<p>Launchpad to Literacy to be used to assess sticking points and support accelerated progress for PP children</p> <p>Nuffield early intervention to be used to support intervention groups for PP children</p>	
Barriers to learning address by priorities above	<p>Early language skills to be developed at pace.</p> <p>Phonics learning to be accelerated and systematic</p>	
Projected cumulative spending		£350

#### Targeted academic support for current academic year

Measure	Activity	Predicted cost
<p><b>Priority 1:</b> For all children to be at expected levels of speech and language by the end of Reception unless a specific SEN need is identified.</p>	<p>Children with poor speech and language will be identified and objectives taught through the continuous provision will improve their speech and vocabulary.</p> <p>Engage in the Nuffield speech Language intervention through OA.</p>	<p>Training release day £200</p>

Increase the number of pupils passing the phonics test in year 1	Launchpad to Literacy to be used to support gaps in language learning	
<p><b>Priority 2:</b> Addressing the gaps in learning through targeted interventions.</p> <p>Ensure rapid catch up of phonics and reading from Rec to Y3</p> <p>Ensure a variety of reading material allows for a depth and breadth of reading to create a love of reading, to allow for a blended approach, to ensure that reading material is not duplicated between the academy and home.</p> <p>Increase the number of pupils passing the phonics test in year 1</p> <p>Ensure regular use of the library to maximise reading for pleasure</p>	<p>Purchase of an online platform – Nesy - for all learners with a need for rapid catch up across the academy. This has had excellent results in a sister academy.</p> <p>This can also be used to support homework and can be continued during blended learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-primary/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-primary/</a></p> <p>Invest in substantial phonics training for new teachers and teachers new to their year group as soon as able due to covid restrictions.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a></p> <p>Launchpad to Literacy to support early language</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/</a></p>	<p>Nesy platform and accessories £1300</p> <p>Training costed in Phonics section</p>
<p><b>Priority 3:</b> To ensure that early identification supports the home environment for children, increasing a feeling of safety, stability and mental wellbeing conducive with learning.</p>	<p>HSLW supports the work with families by working with parents who we have identified to be vulnerable to poor mental health or aptitude.</p>	<p>Home School Link Worker £8127</p>

<p><b>Priority 4:</b></p> <p>Raise attendance for all pupils to 97%</p> <p>PA to decrease to be inline if not below national (10.9%), England (8.2%).</p>	<p>HSLW used to build relationships with parents to support the attendance of children in the academy</p>	<p>Costed above</p>
<p><b>Priority 5</b> Ensure that pupils develop the detailed knowledge and skills needed, across a broad range of subjects, to apply what they know with increasing fluency and independence thus ensuring they achieve or exceed end of year expectations.</p> <p>Ensure that all children regardless of circumstance have the opportunity to take part in enrichment programs that broaden their cultural capital and experience.</p> <p>All children to be 'smart' in their uniform and well fed</p>	<p>Enrichment programmes with a financial implication will be supported so that PP pupils have the same experiences as all. This includes residential experiences.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf</a></p> <p><a href="https://journals.sagepub.com/doi/abs/10.1177/1932202X17715304?journalCode=joac">https://journals.sagepub.com/doi/abs/10.1177/1932202X17715304?journalCode=joac</a></p> <p><a href="http://www.suttontrust.com/researchpaper/life-lessons/">http://www.suttontrust.com/researchpaper/life-lessons/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/</a></p>	<p>£1000</p>
<p>Barriers to learning address by priorities above</p>	<p><b>Targeted early reading and phonics support will accelerate progress in phonics</b></p> <p><b>Attendance will improve</b></p> <p><b>Confidence will increase</b></p> <p><b>Mental health of learners will support progress.</b></p>	
<p>Projected cumulative spending</p>		<p>£10,627</p>

## Wider strategies for current academic year

Measure	Activity	Predicted cost
<p><b>Priority 1:</b> For all children to be at expected levels of speech and language by the end of Reception unless a specific SEN need is identified.</p> <p>Increase the number of pupils passing the phonics test in year 1</p>	Where needed, children will be referred to SALT.	£0
<p><b>Priority 2:</b> Addressing the gaps in learning through targeted interventions.</p> <p>Ensure rapid catch up of phonics and reading from Rec to Y3</p> <p>Ensure a variety of reading material allows for a depth and breadth of reading to create a love of reading, to allow for a blended approach, to ensure that reading material is not duplicated between the academy and home.</p> <p>Increase the number of pupils passing the phonics test in year 1</p> <p>Ensure regular use of the library to maximise reading for pleasure</p>	<p>Purchase of additional reading books to support the reading in KS2 Bug Club - scheme KS2</p> <p>Library service software</p>	New books and Library service £4650

<b>Priority 3:</b> To ensure that early identification supports the home environment for children, increasing a feeling of safety, stability and mental wellbeing conducive with learning.	Systems for the identification and support of mental wellbeing are in place in the academy.	DSL previously costed
Raise attendance for all pupils to 97%  PA to decrease to be inline if not below national (10.9%), England (8.2%).	EWO service used to support the attendance of pupils in school	EWO service £1200
Priority 5 Ensure that pupils develop the detailed knowledge and skills needed, across a broad range of subjects, to apply what they know with increasing fluency and independence thus ensuring they achieve or exceed end of year expectations.  Ensure that all children regardless of circumstance have the opportunity to take part in enrichment programs that broaden their cultural capital and experience.  All children to be 'smart' in their uniform and well fed	Afterschool, clubs linked to enriching the curriculum and children's lives.  Uniform costs supported to ensure that all children have access to a smart well fitting uniform  Breakfast club food subsidy for children not attending club but hungry	After school clubs staffing and resources £3863  Uniform subsidy £2000  Breakfast club subsidy £1000
Barriers to learning address by priorities above	Speech and Language barriers Hunger Lack of warm, well fitting, smart clothing Attendance supported Mental health supported	
Projected cumulative spending		

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover Keep staff meetings focused on the priorities
Targeted support	No hands on face to face phonics training.  Closure of bubbles due to the pandemic might create further gaps in learning.	Online training to be utilised and then peer to peer CSI phonics sessions to help ensure that all phonics teaching is of a high quality. Loom to be used to continue the systematic teaching approach to phonics if needed.
Wider strategies	Supporting the activities needed to improve self – esteem and provide cultural capital during a pandemic  Cost of all the additional interventions that are needed. Training for staff and space in the academy  Cost of additional book resources takes us £4000 over the PP income	Utilise the community to provide in house experiences. Utilise the grounds to enrich  Utilise the Opportunity Area for programmes and training – this will keep costs down.  PP children to be identified within their bubbles so that they can be targeted for intervention in a very subtle way  Subsidise from the curriculum budget

## Review: last year's aims and outcomes

Aim	Cost assigned	Outcome – upon lockdown March 2020	Evaluative Summary
EYFS PP pupils meet age related expectations especially in literacy and maths skills by July 2020. Pupil are able to read, write and have a solid number understanding so that they are ready for the next stage in their education (Key Stage one)	£22,000 Resources LSAs	Reading FFT: ASP 2.1 (+0.2) Writing FFT: ASP 1.8 (+0.1) Number FFT: ASP 2.1 (_0.3)	Pupils made a strong start to the academic year and made positive progress. Interventions and initiatives were effective.
Boys make accelerated progress in 2019-2020 so that they are at least line with national and girls' attainment. Boys are engaged in the whole curriculum and have key skills for the next stage of their education.	£46,000 LSAs	EYFS: Below national average and below girls attainment KS1: % Expected Standard + (Re, Wr, Ma) Boys 38% Girl 31% KS2: % Expected standard+ (Re, Wr, Ma) Boy 55% Girls 50% KS2 progress: Reading Boys -3.2 Girls – 1.3; Writing Boys -2.6 Girls -1.3; Maths Boys -2.8 Girls -4.6	EYFS: Males remain below females however APS is improving. KS1: Boys performed better than females. Interventions having impact. KS2: Boys outperformed girls for expected standards however progress was negative for reading and writing with a significant gap from females. This was reversed in maths.
Pupils are able to use composition, spelling, grammar, and punctuation effectively to write for purpose and effect. Pupils are legible in their writing and use their knowledge and skill across a range of subjects. Writing moderation is used to track progress in skills and attainment.	£10,000 Resources LSA	KS1 writing: 38% ARE and -14% progress KS2 writing: 61% ARE and -19%	Key stage 1 indicated a downward trend and significant underperformance in both attainment and progress. Key stage 2 indicated an upward rend in pupils achieving ARE however progress from starting points indicates underperformance. Strategies are to be reviewed.

PP pupils reach their individual potential in reading and make the progress to achieve end of year and key stage age related expectations.	£4,000 Resources Training	Reading average scaled score: Non FSM 105.7 FSM 101.7 Reading value added: Non FSM -0.9 FSM -2.8	FFT indicates that there is a significant gap between PP and non -PP outcomes. Greater emphasis needs to be on initiatives that close this gap.
PP pupils in key stage 2, make accelerated progress in maths. Formative and summative assessment are used to track progress and identify where improvements are made, or gaps need addressing.	£7,000 Resources Assessment materials	Maths average scaled score: Non FSM 103.7 FSM 99.4 Maths value added: Non FSM -2.8 FSM -4.2	There is a significant negative gap between the outcomes of PP and non PP pupils. Emphasis on this group will be paramount.
A cultural, social, spiritual and geographical knowledge entitlement is provided for every child detailing experiences they will experience as part of their learning at Star Academy. Deprivation factor are considered.	£6,000 Enrichment Snack	September 2019 to March 2020 saw an increase in enrichment opportunities which all were able to access.	Enrichment opportunities were enhanced. Commitment to these activities and enhancement of the curriculum is to be continued.
Pupils are safe and have strategies to deal with concerns and worries. Parents have a port of call for support with a range of family issues. Referrals are made swiftly for early help which decrease incidents reaching social intervention levels.	£30,000 HSL worker	HSL worker employed. Increased early help referrals, CIN/CP due to vigilance and increased understanding around safeguarding team.	This intervention has been effective, and actions taken will be continued into the next academic year.
Attendance and persistent absence improve further and is at least in line with national and non-PP pupils.	£3,500 EWO Office work	2010 – 2019 end 93.02% (cumulative all) Autumn 2019 – 93.5% March 2020 – 95.7%	Trend up to lockdown indicated an upward trend and improvement in attendance. Policy and procedure will be maintained in 2020-2021
<b>Cumulative Cost</b>	£128,500		