

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 Academy Sandyford |
| Number of pupils in school | 215 Nursery 20 |
| Proportion (%) of pupil premium eligible pupils | At time of allocation 51% Current 50% Current EYFS 45% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 3 Year Y1 of 3 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | Spring 1 2022 |
| Statement authorised by | Principal Kate Wildman |
| Pupil premium lead | Principal Kate Wildman |
| Governor / Trustee lead | Tom Beecham |

Funding overview

| Detail | Amount |
|---|-------------|
| Pupil premium funding allocation this academic year | £138,535.00 |
| Recovery premium funding allocation this academic year | £14,935.00 |
| 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 | £153,470.00 |

Part A: Pupil premium strategy plan

Statement of intent

The intent for all of our pupils, based on the significant needs of our most vulnerable and disadvantaged learners is encompassed in our statement, 'Desire to learn, learn to achieve'. It is our intention that our children have the very best quality education which fuels their desire to learn and gives them the tools they need to transform their lives. We intend that all children, and particularly our most disadvantaged are enabled to achieve their very best which in turn, builds confidence and raises aspiration. Our intent is to support the development of each child through a varied and progressive curriculum accessible to all. Underpinned with the explicit teaching of language acquisition, reading and enriching experiences, our curriculum opens up the world for our children and drives their desire to continue to learn and achieve.

Our approach is responsive to both everyday challenges as well as individual pupil needs, rooted in robust diagnostic assessment, underpinned by educational research to inform planned intervention. This approach is supported by the National Tutoring Programme, which will support the wider focus of educational recovery, post pandemic

Our aim at Star Academy, Sandyford is to use Pupil Premium & Recovery funding to help us improve and sustain higher attainment for disadvantaged pupils, through rapid progress and attainment that is comparable with that of non-disadvantaged pupils nationally. This strategy represents a three-year plan, during this period of time the strategy will focus on the key challenges that are preventing our disadvantaged pupils from attaining well: language acquisition, reading and wider background knowledge and experiences; social-emotional needs which hinder resilience through a lack of self-regulation; education and support for the wider community.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

The approaches we have adopted complement each other to help pupils to excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in their work, and are immersed in new life experiences outside of the academy
- act early to intervene at the point when a need is identified & engage with outside agencies where needed

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes

Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 Language deficit | <p>Children come in to Early Years well below national expectations and with a language deficit. This limited vocabulary, if it continues, means that accessing learning and sequences of lessons can be difficult. Lower levels of oral language can have a limiting factor on future attainment.</p> <p>In September 2021 on entry to Reception 44% of the cohort were at age related expectations in all areas. Of them: 27% are disadvantaged children 50% are non-disadvantaged children Of the disadvantaged children not achieving ARE, 100% are below in speech, language and communication.</p> <p>Of the current 2021 Nursery intake 100% of children were assessed at below ARE on entry. Of them 95% of the entire cohort and 100% of the disadvantaged children showed significant delay in speech, language and communication and in Personal, Social and Emotional Development.</p> <p>In September 2020, on entry to Nursery, 100% of the children were assessed as below in all areas.</p> |
| 2 Reading | <p>Our assessments and observations indicate that children do not have book-rich homes and often, low levels of literacy skills in parents, hinders the support of reading and learning in the home. A lack of early reading can mean that there is a gap in the background knowledge which supports connections in learning and helps to bind and secure learning. A lack of practice at home can also result in poor fluency of reading which hinders access to the curriculum</p> |
| 3 Behaviour for learning through self-regulation | <p>Our assessments and observations indicate that children do not always have the self-regulation needed to work independently being able to plan, monitor and evaluate their work.</p> |

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| 4 Experiences and Cultural Capital | Our assessments and observations indicate that children do not have the background knowledge, due to limited experiences, to be able to make connections and create conceptual schema on which to base their learning. |
| 5 Safeguarding and well-being | Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils is been impacted by additional safeguarding needs and additional intervention is needed to support families. This can lead to the children having a negative perception of themselves and being on the edge of discussions around their family which leads to insecurity and a decreased self-esteem. There is an increased need for a rich PSHE and safeguarding curriculum which supports the mental well-being of the children. Currently, 20% of our cohort sit on our Safeguarding register. Of these 98% are disadvantaged children. They receive additional support on a one to one basis from the safeguarding team. |
| 6 Attendance Parent mental health | Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 2% lower than for non-disadvantaged pupils. 17% of disadvantaged pupils have been 'persistently absent' compared to 6% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. They also indicate that often it is the parents' poor mental health which negatively affects their children and, in particular, can affect attendance |
| 7 Academy Mentor – recovery Curriculum | Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. While nationally the gaps are in maths, at Star Academy, our gaps lie in phonetical knowledge and background knowledge, particularly for children in Year 1 where 100% of our disadvantaged children are currently below ARE in phonics and reading. |

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 |
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| Children make accelerated in year progress in Early Years especially in the areas of PSED and SLC. | Internal tracking will show an increase in the amount of children achieving ARE for SLC and PSED in Early Years. Children can visibly self-regulate and engage with their learning. |

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| | <p>Children can talk clearly, communicating their needs and sharing their thoughts about their learning.</p> <p>Children can talk about their books and learning with an age appropriate vocabulary which demonstrates their knowledge.</p> |
| <p>Targeted support at the earliest stage for pupils identified with language difficulties. Leading to improved spoken language and oracy.</p> | <p>Teacher, and S&L assessment of pupils will demonstrate a reduction of pupils requiring 1:1 or small group intervention as they move through the school.</p> |
| <p>Improved spoken language with a wider vocabulary bank. An improved knowledge and understanding in all areas of the curriculum.</p> | <p>Pupil book studies through the year will assess the active use of vocabulary including how well the children use actively taught vocabulary to share their knowledge and any conceptual links made.</p> <p>Internal tracking will show accelerated progress in reading, writing and maths</p> |
| <p>Pupils are able to see past the socio-cultural cycle they are in and have the ability, means & support to approach things differently. In turn, this will lead to higher aspirations and an improved attitude to learning, resulting in better outcomes.</p> <p>Cultural capital experiences to be maximised through all aspects of the curriculum – exposing pupils to a large variety of subject areas and arts. These will have a two-fold outcome:</p> <ol style="list-style-type: none"> 1. Children will acquire background knowledge and understanding of the wider world which their non-disadvantaged peers may experience on a regular basis. This background knowledge can then be used to draw on to make conceptual links and improve understanding of language and in turn reading 2. Experiences which promote character-building qualities lead to creating well-rounded, global citizens, offering experiences they can draw upon in later life. <p>Pupils engage in extracurricular support and tutoring to support improved outcomes. (4)</p> | <p>Disadvantaged pupils are exposed to the same enriched opportunities as their non-disadvantaged peers.</p> <p>Pupil book studies demonstrate a wider knowledge and understanding for disadvantaged children on a par with their peers.</p> <p>Teachers assess children actively using gained knowledge from enrichment opportunities to add context to their reading.</p> |
| <p>All children will make at least expected progress from their starting points in reading.</p> | <p>Internal tracking systems will show progress for all learners but in particular will show that disadvantaged children are attaining as well as their peers.</p> |

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| <p>Year 1 children will make up lost learning time and make accelerated progress in phonics and reading</p> <p>Children will develop a love of reading which inspires them to continue to read in later life.</p> | <p>Internal tracking systems and phonics scores will continue to improve through the year showing that disadvantaged children are scoring as well as their peers.</p> <p>Pupil voice will show that children are developing a love for reading and talk about their reading experiences in school with a positive attitude.</p> |
| <p>Children will develop a resilience to their learning and have the self-regulation tools to be able to plan, monitor and evaluate their own learning. They will identify where they can make changes and improvements so they actively seek to do their very best. This in turn will give all children but especially disadvantaged control over their own potential to succeed.</p> | <p>Behaviour for learning, measured through teacher assessment, pupil book studies and book scrutiny will demonstrate that children are taking an active role in their own learning.</p> |
| <p>Children are able to communicate clearly and express their emotions and feelings in a calm and restorative manner.</p> <p>Children feel safe and secure in their learning environment. They have the mental capacity to take on new learning. This in turn impacts on their self-esteem and confidence.</p> <p>Children are able to form healthy relationships with their peers and adults.</p> | <p>Children on the safeguarding register make good progress from their starting points.</p> <p>Behaviour in the academy is good and for the small number of pupils who find it more difficult to self-regulate, there is a documented record of support and improvement for the child.</p> <p>Healthy relationships between peers and adults can be visibly monitored through the academy.</p> |
| <p>Improved attendance and punctuality, maximising the opportunity to engage in learning, maximising progress and improving outcomes in all subject areas.</p> <p>Parents feel supported to bring their children to the academy.</p> <p>Parents are supported with wider issues which support attendance of the children</p> | <p>Improved attendance data and PA data</p> <p>Parent survey.</p> <p>Improved attendance and PA data</p> |

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: £ 4000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Word Aware CPD | Oral Language Interventions provides +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions | 1 and 2 |
| CPD for staff about Strategies to support the metacognition of students. | Metacognition strategies provide +7 months Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk) | 3 |
| CPD to support staff in their understanding of how feedback impacts most effectively on our disadvantaged children and how to close the gap. | Feedback EEF (educationendowmentfoundation.org.uk) | 3 |
| Targeted TA training to support independence and metacognition strategies | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants Targeted TA interventions provide +4 months | 3 |

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|---|---|-------|
| | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions | |
| Mental Health lead CPD for DSL | Necessary support to help families within the local community and pupils in the academy. https://www.gov.uk/government/publications/supporting-mental-health-in-schools-and-colleges The Relationship between Children’s Wellbeing and their Educational Outcomes (publishing.service.gov.uk) | 5 |
| National school Led Tutoring training for all in house tutor groups | Small group tutoring proves highly effective progress +3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition | 1,2,7 |

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

Budgeted cost: £ 37,541.06 + £14,935 catch up funding

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Reading Squads daily group intervention for reading from reception to y6 developing fluency, vocabulary and comprehension skills through a reciprocal | Reciprocal reading approach provides +2 months progress Reciprocal Reading EEF (educationendowmentfoundation.org.uk) Oral Language Interventions provides +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Targeted TA interventions provide +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions | 1, 2 and 7 |

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| read based approach. | Early Phonic intervention provides +5 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics | |
| Targeted interventions for EY and Year 1 These will include: Time for talk, Maths, phonics and Switch On | Targeted TA interventions provide +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions | 1 |
| Switch on daily 1:2:1 intervention for reading and writing | 1:1 tutoring proves highly effective progress +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition | 1, 2 and 7 |
| After school reading clubs to support lost learning | Small group tutoring proves highly effective progress +3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition | 1, 2 and 7 |
| Nessy intervention programme used to support the teaching of phonics for reading and writing. Used for all children in year 1 and then as needed to support through out Year 2 and KS2 | Individual instruction in through various mediums including digital can provide +4 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction Digital technology use in EYFS can provide +4 months progress https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/digital-technology | 2 and 7 |

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

Budgeted cost: £ 96,993.94

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Ensuring that children have access to quality text in their own home – library funding | <p>Children who have their own books enjoy reading more.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</p> | 2 |
| <p>Behaviour lead</p> <p>Time to ensure consistency and impact of strategy</p> <p>Attendance lead time to ensure consistency and impact of strategy</p> <p>Safeguarding support team time to ensure that targeted support is given to support SEMH and self esteem or parents and children</p> | <p>Whole school approach and curriculum</p> <p>HT_briefing_layoutvFINALvii.pdf (publishing.service.gov.uk)</p> <p>Educational attainment of children in need & children in care - Nuffield Foundation</p> <p>The Relationship between Children’s Wellbeing and their Educational Outcomes (publishing.service.gov.uk)</p> | 5 |
| Ensuring that there are adequate high quality books in the reading scheme for the teaching of reading. | <p>Quality materials</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000908/Reading_framework_Teaching_the_foundations_of_literacy - Section 1.pdf</p> | 2 |
| Staff CPD ELSA training | Supporting Social and emotion needs +4 months | 3 |

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| Continued Trauma training | Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk) | |
| Family support worker to run nurture sessions or lego therapy to support children with specific SEMH needs | Supporting Social and emotion needs +4 months Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk) The Relationship between Children's Wellbeing and their Educational Outcomes (publishing.service.gov.uk) | 3 |
| Family Support Worker to Support families with additional needs which affect attendance VIP Attendance support Breakfast club funding to support pupils attendance and punctuality | The Education Endowment Foundation is currently undertaking a rapid evidence assessment on attendance interventions and programmes. Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). The DFE published a report on the links between attendance and attainment in 2014. https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014 | 5 and 6 |
| Breakfast club funding to support pupils attendance and punctuality | Improve punctuality, to ensure all children are in school and ready to learn on time. Continuously refine approaches to ensure pupils behave consistently well, demonstrating high levels of metacognition and self-regulation & concentration. Evidence suggests hungry children are unable to sustain concentration over sustained periods of time. | 3 and 6 |

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| | <p>https://www.kelloggs.co.uk/content/dam/europe/kelloggs_gb/pdf/R5_Kelloggs%20Break-fast%20Club%20Audit%20APSE.pdf</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Break-fast_Clubs_-_Final_Report.pdf</p> <p>https://www.gov.uk/government/news/funding-boost-to-give-more-children-healthy-start-to-the-day</p> | |
| Senior mental health training and time capacity for DSL to support mental well-being of both children and parents | <p>Necessary support to help families within the local community and pupils in the academy.</p> <p>https://www.gov.uk/government/publications/supporting-mental-health-in-schools-and-colleges</p> | 6 |
| All pupils are exposed to first-hand experience of the outside world, through rich vocabulary opportunities and language acquisition. Pupils build confidence in public, gaining valuable life experiences, through educational and enrichment visits. | <p>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>http://www.lotc.org.uk/wp-content/uploads/2011/03/G1.-LOtC-Manifesto.pdf</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/</p> | 1 2 and 4 |

Total budgeted cost: £ 138,535.00 + £14,935 =£153,470.00

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 2020 to 2021 academic year.

| Aim | Cost | Outcome | Evaluative Summary |
|--|--|---|--|
| <p>Progress in Reading and Writing</p> | <p>Fulltime Nursery Teacher £20,062 Launchpad to Literacy Intervention Reading Squads £27,245 Quality Text to support Jane Considine writing units £7000 Collins On-line Reading scheme £650</p> | <p>In year data Reading: Progress for PP children was broadly in line with progress for Non PP children and in some cases (Y3) exceeded the Non PP progress. Attainment: Data for PP across school does not show patterns and is cohort dependant. In Y2 and Y5, PP children out perform their peers. In other years groups gaps remain but are now measurable. Attainment: Data for PP across school does not show patterns and is cohort dependant. In Y1 and Y5, PP children out perform their peers. Nursery and Y2 attainment PP attainment and NPP attainment is broadly in line. In other years groups gaps remain but are now measurable.</p> | <p>Reading Squads brings value to both the maths and the English as it begins to unlock vocabulary The practice of reading squads was disrupted due to lockdown and therefore further time is needed to measure impact.</p> |

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| Progress in Mathematics | Fulltime Nursery Teacher Reading Squads | Maths: Progress for PP children was broadly in line with progress for Non PP children and in some cases (Y4 and Y5) exceeded the Non PP progress. | Despite lockdown, progress in maths across the school remained good. This was down to the systematic scheme which allowed us to blend maths learning easily during lockdown. Further work is identified to enhance the vocabulary of maths and to unlock the language of reasoning and applying. White Rose has been adopted to support this. |
| Phonics | Phonics support £10,217 Phonics training £350 Headphones £100 | 75% | Exceeded disadvantaged national average ahead of projection following introduction of new phonics scheme and staff training. New aim of disadvantaged pupils meeting national average for all pupils by September 2021. |
| Safeguarding Mental Health and well-being and being learning ready | Teacher to allow DSL capacity £27,330.00 PP lead capacity £16,632.90 HSLW £8127 EWO £1200 Residential and enrichment £1000 Uniform £4000 Afterschool clubs £3863 Breakfast club | Attendance 96.4% Safeguarding 91% of safeguarding pupils are PP <u>Reading</u> 51% made good progress across the year 29% ARE at the end of the academic year <u>Maths</u> 47% pupils made good progress across the year | Despite Lockdowns, attendance improved last year at 96.4% There will be a tightening of procedures for the next academic year to ensure that our parents understand the need to catch up with lost learning. This is reflected in the attendance policy. Safeguarding In 2018-2019 there were no tight procedures for the |

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| | | <p>24% pupils were at ARE at the end of the academic year</p> <p>Residential trips did not go ahead – money was spent on ensuring quality text for writing scheme and on supplying uniform for all PP children.</p> <p>Breakfast club – Autumn Term and from March 08 2021. Subsidised with the same amount.</p> | <p>monitoring and safeguarding of children.</p> <p>Now, 21% of children are identified as being at risk and are receiving external support. This has occurred due to significant training and work from the DSL and the HSLW. This would not have been possible had she not been out of the classroom.</p> |
| Cumulative Cost | £126,576.90 | | |

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|----------------------------|---------------------|
| 1 to 1 Tuition for reading | FFT Lightning Squad |
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Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|--|
| How did you spend your service pupil premium allocation last academic year? | Supporting SEMH for all of the children through nurture provided by the FSW and other trusted adults |
| What was the impact of that spending on service pupil premium eligible pupils? | All children made expected progress despite lockdown. |

Further information (optional)

We are basing this strategy on a 3-year model, with 21-22 acting as the 1st year. Recovery Premium allocated to Tutoring is based on a 1-year model in the first instance, this will ensure we can monitor the income is available in 22-23 and no government cuts have been made.