

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 and 2024 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	184
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	31/10/2023
Date on which it will be reviewed	Spring 2024
Statement authorised by	Sara Bloor
Pupil premium lead	Sara Bloor
Governor / Trustee lead	Tom Beecham Natalie Dean

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125,130
Recovery premium funding allocation this academic year	£13,775
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	£138,905

Part A: Pupil premium strategy plan

Statement of intent

At Star Academy our intent is to ensure that all disadvantaged pupils achieve outcomes that are at least in line with all other pupils and they are immersed in the same cultural capital experiences.

We will act early to intervene at the point where a need is identified & engage with outside agencies where needed.

There will be a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes

We will build positive relationships with the families of disadvantaged pupils so that they will be more likely to receive the support at home that all other pupils have.

Challenges

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

Challenge number	Detail of challenge
1.	High % of pupils with underlying developmental language needs, including children with EAL and new to English. Observations, discussions and assessments indicate underdeveloped oral language skills and vocabulary gaps for many pupils from EYFS to the end of KS2. In general, more significantly for our disadvantaged pupils, who may also have English as an additional language.
2	Academic achievement. Assessments, observations and discussions with pupils highlight significant knowledge gaps for core skills in phonics, reading, maths, multiplication, SPaG and writing against current national data.
3	Increased Social, emotional and mental health needs for pupils. Observations and discussions with pupils and their families have identified emotional issues for some pupils following the pandemic and the current economic climate. This is particularly affecting disadvantaged pupils and influences their attainment. The need for pastoral and additional support for social and emotional needs has increased significantly.
4	Cultural capital (lack of opportunities to understand the wider world) – Deprivation Index.

	Historical, cultural and economic deprivation leading to limited opportunities outside the immediate community. Observations and discussions with pupils, particularly those who are disadvantaged, do not have many experiences beyond the academy and immediate community.
5	Parental engagement with school and school systems. Observations identify that disadvantaged pupils are less likely to receive the support at home that other pupils enjoy. Observations and discussions identify parental engagement and aspirations for pupils is generally lower for disadvantaged pupils. There has been an increased number of CPOMs incidents logged under the category parental mental health for disadvantaged pupils.
6	Attendance and punctuality. Attendance data indicates that attendance amongst disadvantaged is lower than for non-disadvantaged. PA is 21.3% for disadvantaged pupils, which is significantly higher than non- disadvantaged (12.6%).

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
Oral language and vocabulary expectations are met within each key stage.	QFT and intervention deliver high quality instruction for learning. Consistent and systematic assessments reflect that pupils are at least in line with curriculum expectations
Pupils will attain at least in line for national averages.	QFT and intervention deliver high quality instruction for learning. Attainment figures show that gaps have been addressed through quality first teaching and intervention.
Academically able students will achieve at a higher level.	Attainment figures will show that academically able students will achieve higher outcomes at the end of each key stage.
Attendance is at least in line for national for PA.	Data suggests that PA for PP and non-PP pupils are on par with one another. By the end of 2023 all pupils will have increased attendance and decreased PA.
Pupils have strategies to support their mental health, allowing them to maximise their potential.	Pupils needing less withdrawal from class ensuring maximised learning opportunities.

<p>Parents are confident and able to support pupils at home and feel confident to access academy support for help.</p>	<p>Parents are upskilled and feel confident to support their children with further learning to support academic outcomes.</p>
<p>Pupils can see past the socio-cultural cycle they are in and have the ability, means & support approach things differently. Leading 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; promoting character-building qualities that lead to</p>
	<p>creating well-rounded, global citizens, offering experiences they can draw upon in later life.</p> <p>Increase the uptake of pupils engaging in enrichment activities afterschool.</p> <p>Increasing number of pupils to access Breakfast provision.</p>
<p>Through quality first teaching, pupils will know more and have the strategies to help them remember more.</p>	<p>Pupils will receive work that enables them to achieve the aims and ambition of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge.</p> <p>Teachers have good knowledge of the subject they teach, thus enabling pupils to achieve better outcomes.</p> <p>Teachers will present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They will check pupils’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.</p> <p>Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.</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: £16,897.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop the role of the Pupil Premium Lead.</p> <p>£13,493.25</p>	<p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>Planning, monitoring and evaluating provision for disadvantaged students requires constant close attention from a dedicated member of staff.</p>	<p>1,2, 3, 5,6</p>
<p>Develop writing across all Key Stages. In addition, the feedback given to pupils will be reviewed and enhanced in effectiveness.</p> <p>(Purchase of Literacy Counts £2250 Purchase of core texts needed £234.50 No More Marking £550 Meeting the needs of children with EAL training £60 Meeting the needs of children with SEN training £60 Purchase of replacement visualisers £140, purchase of CGP SPaG books for Y5 & Y6 £110)</p>	<p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2</p>

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

Budgeted cost: £ 44,223,43

31,448.43 + 13,775 catch up funding

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Home learning and use of digital platforms as Nesy £70.00, TT Rockstars £394 and Phonics Play £60, Ten Town £220, Purple Mash £1440. Purchase of WhiteRose Maths Homework books for Y6 £140</p>	<p>Homework +5 months progress Homework EEF (educationendowmentfoundation.org.uk)</p> <p>Individual instruction in through various mediums including digital can provide +4 months progress Individualised instruction EEF (educationendowmentfoundation.org.uk)</p>	2,5
<p>School-led tutoring £4630</p> <p>Maths, SPaG and Reading tutoring before school Y6</p> <p>Phonics tutoring after school for years 1,2 and 3.</p> <p>MTC tutoring after school for years 3,4 and 5.</p>	<p>1:1 tutoring proves highly effective progress +5 months One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Extending the school day for things such as tutoring or boosters +3 months Extending school time EEF (educationendowmentfoundation.org.uk)</p> <p>Early Phonic intervention provides +5 months progress Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and schooled tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p>	1,2,6
<p>Third -Space Maths 1:1 tuition partner £770</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and schooled tutoring for pupils whose education has been most impacted by the pandemic. A</p>	2,

	significant proportion of the pupils who receive tutoring will be disadvantaged.	
<p>S&L interventions in EYFS and KS1 delivered 1:1 or in small groups (Talk Boost) by LSAs</p> <p>Reciprocal Reading small group intervention in KS2</p> <p>Shine interventions delivered in small group KS1 & KS2</p> <p>Streaming for phonics for children in KS2</p> <p>Phonics interventions delivered 1:1 and in small groups</p> <p>FTT Lightning Squad Reading interventions (fluency) delivered in small groups Years 1,2 and 3.</p> <p>MTC intervention delivered in small groups for Y3, Y4 &Y5.</p> <p>All EAL pupils to be assessed on entry to school for EAL intervention to support progress £36,256.78</p>	<p>Oral language interventions can provide progress of +6 months Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Early communication and language interventions can provide +6 months progress Communication and language approaches EEF (educationendowmentfoundation.org.uk)</p> <p>Diagnostic assessment can be used to inform professional judgement about the best next steps; it also makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well. What is a Shine Reading Skills learning sequence? A Shine Reading Skills learning sequence is a unit of intervention content. The learning sequences are arranged in a specific order and contain instructions tailored to teachers and teaching assistants. Intervene and Improve Reading, GPS & Maths - Shine Interventions (risingstars-uk.com)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>EAL and educational achievement Prof S Strand.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	1,2,6

Raise the profile of reading	The reading framework - GOV.UK (www.gov.uk)	1,2,4,5
Purchase of Reading Spine from YN to Y6 £1242.65		

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

Budgeted cost: £77,592.82

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional hours from EP for children with specific needs £3000	Special Educational Needs in Mainstream Schools Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)	1,2,3,5, 6
Pastoral team (PDBA lead, ELSA trained LSA and wider LSA team) knowledge developed to support SEMH intervention and complex SEMH needs: £13,000 (Trauma informed lead developed	Social and emotional learning approaches have a positive impact, on average of 4 months' additional progress in academic outcomes over the course of an academic year. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	3,5,6
Effectively deploy attendance lead to tackle PA. £9,191.06 Effectively deploy Attendance Officer to tackle PA. £4,858.63	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	2,3,5,6

<p>VIP EWO service £3200</p> <p>Rewards incentive- certificates and badges, bouncy castle termly award and a bike at the end of the year £3000</p>	<p>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.</p> <p>Absence and attainment at key stages 2 and 4: 2013 to 2014 - GOV.UK (www.gov.uk)</p>	
<p>Support provided from the Home School Link Worker (HSLW) supporting pupils and families to access appropriate support £13,830.63</p>	<p>Strong partnerships between home and school are proven to be very effective in helping children to make progress academically. If parents feel well supported and empowered to help their children at home then this has a positive impact on their child's learning and development. Schools should be optimistic about the potential of working with parents. There is an established link between the home learning environment at all ages and children's performance at school. Schools and parents have a shared priority to deliver the best outcomes for their children</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3 , 5,6</p>
<p>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 + extra curricular clubs. £15,000</p>	<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. 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>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,4, 5,6</p>
<p>Breakfast club Staffing £7912.5</p>	<p>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</p>	<p>1,2,3,4, 5,6</p>

National Breakfast programme & catering/hygiene £4000	<p>levels of metacognition and self-regulation & concentration. Evidence suggests hungry children are unable to sustain concentration over sustained periods of time.</p> <p>Stat guidance template (publishing.service.gov.uk)</p> <p>Funding boost to give more children healthy start to the day - GOV.UK (www.gov.uk)</p>	
Purchasing of school uniform to support lower income families, to support children in feeling part of the academy and reducing the risk of them not wanting to attend due to incorrect uniform £600	<p>Ensure that children have the correct uniform to equip them for the day ahead. School to provide school jumper or cardigan and a PE top. Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Schools intending to change their school uniform policy should therefore consider what provision can be made to cover the costs of uniform changes for disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p>	4, 5,6

Total budgeted cost: £ 138,714

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 2021 to 2022 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Teaching (for example, CPD, recruitment and retention)

Activity	Impact	Cost																																																												
CPD for EYFS staff for Early Excellence £150 Challenge 1	There was a significant improvement in from 32% GLD in 2022 to 67% GLD for all pupils and 68% for PP in 2023. National Headline figures for 21/22 65.2%.	£150																																																												
Relaunch Song of Sounds to whole school staff for QFT & intervention Challenge 1 and 2	Outcomes rose from 31% of the cohort passing the phonics screen in 2022 to 46% passing in 2023. 33% of PP passed in 2023. 47% of the number of retake pupils passed the 2023 phonics screen and 45% of PP.	£6300																																																												
Effectively deploy newly appointed PP & T&L lead Challenge 1-6	<p>Y6</p> <table border="1"> <thead> <tr> <th></th> <th>% On track</th> <th>48%</th> <th>59%</th> <th>48%</th> <th>48%</th> </tr> </thead> <tbody> <tr> <td>All 100+ (ARE)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PP 100+ (ARE)</td> <td>33%</td> <td>50%</td> <td>42%</td> <td>33%</td> <td></td> </tr> <tr> <td>All 110+ (GD)</td> <td>21%</td> <td>10%</td> <td>21%</td> <td>7%</td> <td></td> </tr> <tr> <td>PP 110+ (GD)</td> <td>17%</td> <td>0%</td> <td>8%</td> <td>0%</td> <td></td> </tr> </tbody> </table> <p>30% of this cohort joined in during KS2.</p> <p>Y5</p> <p>PP pupils achieved higher than non PP in reading, were inline for maths, and slightly below in writing and GPS.</p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing (TA)</th> <th>GPS</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>FFT Target (All)</td> <td>75%</td> <td>67%</td> <td>42%</td> <td>75%</td> </tr> <tr> <td>All ARE (100+)</td> <td>74%</td> <td>61%</td> <td>62%</td> <td>57%</td> </tr> <tr> <td>PP 100+ (ARE)</td> <td>80%</td> <td>55%</td> <td>56%</td> <td>55%</td> </tr> <tr> <td>All GD+ (110+)</td> <td>30%</td> <td>13%</td> <td>21%</td> <td>5%</td> </tr> <tr> <td>PP 110+ (GD)</td> <td>30%</td> <td>8%</td> <td>22%</td> <td>0%</td> </tr> </tbody> </table> <p>Y4</p>		% On track	48%	59%	48%	48%	All 100+ (ARE)						PP 100+ (ARE)	33%	50%	42%	33%		All 110+ (GD)	21%	10%	21%	7%		PP 110+ (GD)	17%	0%	8%	0%			Reading	Writing (TA)	GPS	Maths	FFT Target (All)	75%	67%	42%	75%	All ARE (100+)	74%	61%	62%	57%	PP 100+ (ARE)	80%	55%	56%	55%	All GD+ (110+)	30%	13%	21%	5%	PP 110+ (GD)	30%	8%	22%	0%	£12, 850
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<p>To ensure a language rich environment in the EYFS phase ensuring pupil have optimum opportunity for adult interaction.</p> <p>Challenge 1</p>	<p>A significant improvement from 32% achieved GLD in 2022 to 67% in 2023.</p> <p>FFT Early Results service 'Like-for-Like' national- GLD 79.7%</p> <p>PP GLD 75% + 21.9% Language 75%</p> <p>Non PP GLD 66.7% -4.7% Language 66.7%</p>	<p>£1063</p>																																																																

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

Activity	Impact	Cost
<p>1 X Academic Mentor through the NTP</p> <p>£7500</p> <p>Challenge 2 and 3</p>	<p>Unable to find a suitable mentor. Allocation redirected to:</p> <ul style="list-style-type: none"> Tutoring delivered by teaching and support staff using NTP funding and pupil premium funding (including FFT Lightning Squads). Pupils targeted to attend a free breakfast club from 8am with additional staffing of 2 support staff to target the development of place value, addition, subtraction and 	<p>£19286</p>

	<p>multiplication skills as well as reading fluency and comprehension.</p> <ul style="list-style-type: none"> • 1:1 Maths tutoring for 5 children in Y6 provided by ThirdSpace. • FFT Reciprocal Reading EEF project joined and children targeted in KS1 and LKS2. 							
Further CPD for all staff for SHINE interventions £18,359.90 Challenge 3	Shine- is used to analyse termly assessments. This is used from Year 1 to Year 6 and includes GAPS, Reading and Maths platform. The resources are used by teachers to plan accordingly for their classes and TA's to lead interventions. Shine has contributed to an increase in the progress and attainment of children across the school.	£18,359.90						
CPD for EYFS and KS1 LSAs for Talk Boost. Talk Boost resources purchased and delivery. Challenge 4	<p>A significant improvement from 32% achieved GLD in 2022 to 67% in 2023.</p> <p>FFT Early Results service 'Like-for-Like' national- GLD 79.7%</p> <table> <tr> <td>PP GLD 75%</td> <td>+ 21.9%</td> <td>Language 75%</td> </tr> <tr> <td>Non PP GLD 66.7%</td> <td>-4.7%</td> <td>Language 66.7%</td> </tr> </table>	PP GLD 75%	+ 21.9%	Language 75%	Non PP GLD 66.7%	-4.7%	Language 66.7%	£20,619.95
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Nessy subscription and Licences 1,2,3	The impact of this sits individually with each child.	£825						

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

Activity	Impact	Cost
Effectively deploy attendance lead to tackle PA. Rewards incentive Challenge 7	This year we invited all parents that have PA children into school for a meeting to offer support and offer early help not all parents attended, but we had some positive meetings and where these meetings happened children's attendance improved. We finished the academic year on 94.5%	£15,191.06
Effectively deploy HSLW to run parenting	Home school link worker became part time. Part of the role redistributed to Assistant Principal and the Principal. Up to 11 parents were attending coffee mornings. Parents attended workshops for	£24,161

<p>workshops and classes</p> <p>£27,661</p> <p>Challenge 6 and 7</p>	<p>phonics, Y6 maths and SPaG. Y3 and Y4 parent workshops were held for MTC. Y2 workshops were held for SPaG, reading and maths.</p> <p>Google translate and Dojo was used to support EAL families.</p>	
<p>Provision of breakfast club for up to 50 pupils.</p> <p>Resources/games purchased linked to targeted key skills.</p> <p>1,2,3,4,5,6</p> <p>National Breakfast programme</p>	<p>Children targeted an attendance went from 4-7 pupils to between 30-42 pupils attending.</p>	<p>£9512</p>
<p>Provision of extra-curricular activities for all pupils to access Maths Circle subscription TT Rockstars</p> <p>Challenge 1,2,3</p>	<p>A range of clubs took place with the majority of spaces available taken up. Clubs ranged from academic, sport, cookery, play therapy, singing and gardening.</p>	<p>£7134.37</p>
<p>Funding of school visits and enrichment activities</p> <p>3, 5</p>	<p>All children experienced 3 trips minimum last year. These included a range of cultural visits and visitors.</p> <p>Part of funding redirected for cultural capital for music, performing, exams and playing an instrument.</p>	<p>£5998</p> <p>6185</p>

ELSA training and interventions Challenge 4	Interventions were run with students who required additional support. The impact of this sits individually with each child.	£7200
School counsellor Until the end of AUT 1 Challenge 4	Interventions were run with students who required additional support. The impact of this sits individually with each child.	£3120
EWO to support in reducing attendance and to support and train Attendance Lead and Office Manager Challenge 7	This year we invited all parents that have PA children into school for a meeting to offer support and offer early help not all parents attended, but we had some positive meetings and where these meetings happened children's attendance improved. We finished the academic year on 94.5% PA 17%	£3200
Contingency fund for acute issues.	Purchase of Walkie Talkies to support SEMH Additional sessions with the EP for applications for EHCP.	£620

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

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 & small group tuition for reading	FFT Lightning Squad
Pilot for intervention	FFT Reciprocal Reading Trial
1:1 Maths	Thrid Space

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?	
What was the impact of that spending on service pupil premium eligible pupils?	All children made expected progress despite lockdown.