

Pupil premium strategy statement – Starcross Primary School

This statement details our school's use of pupil premium (for the 2024 to 2025 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	Starcross Primary School
Number of pupils in school	213 (inc preschool)
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers	2024-2025/26
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Tara Trail
Pupil premium lead	Tara Trail
Governor / Trustee lead	Annette Wade

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,640
Recovery premium funding allocation this academic year	£ 0
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	£54,640

Part A: Pupil premium strategy plan

Statement of intent

At Starcross Primary School we aim to break down barriers for all of our pupils by prioritising children with Pupil Premium. We consider their needs by communicating with teachers, families and children themselves, and plan to do our very best for every child. We strongly believe that personal development is at the heart of what we do as a school and we want all children to develop social, emotional, cultural and communicative skills alongside their academic knowledge. We prioritise learning in PSHE, communication and language and early reading as core foundations for further learning for children.

We aim to use our pupil premium funding to ensure that all children in receipt of Pupil Premium funding reach their full potential in personal development and academically including catching up and keeping up in key subjects where required. We aim for our curriculum offer to be equitable for all, and adjust to ensure all children have the opportunity to access events, trips and experiences in the same way as their peers.

The majority of funding will go towards supporting pupils to be able to access the full curriculum and reaching their academic potential. This will be through in lesson support or extra intervention supported by a member of staff in core subjects or in Speech and Language or SEMH work to build foundations for learning. The wider curriculum is funded also through paying for a percentage of trips and visitors to make these enrichment activities more affordable. We recognise that families also need support in pastoral areas to support them learning and attending school, and so we offer spaces for PP pupils at our breakfast club, and after school club, we provide pre-loved uniform, and are beginning family support for finance, health and additional needs through parent sessions. We also support PP children who wish to learn to play a musical instrument by part funding their peripatetic lessons. We will part or fully fund the cost of residential visits to enable our PP children to take part.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from preschool through to KS2 and in general are more prevalent in our disadvantaged pupils than in their peers.
2	Assessments, observations and discussions with pupils suggest that disadvantaged pupils have greater difficulty with reading than their peers.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the school closures during the pandemic to a greater extent than for other pupils- this is supported by national studies.
5	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities.
6	Our attendance data over the last 2 years shows that our % for some disadvantaged pupils has been lower than that of non-disadvantaged pupils.

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
1. Children will be able to communicate effectively and less children will require speech and language intervention by KS2.	<ul style="list-style-type: none"> - Speech and language assessments completed when required and interventions carried out as required. Provisions and My Plans show individual progress. - Specialist Speech and Language support including parental and staff training. - Children able to access learning in line with peers - Fewer behavioural incidents recorded on CPOMS related to frustration with communication and understanding

<p>2. Children will be ready to learn, having strategies to support their mental health and well-being, raised self-esteem and the ability to foster positive relationships.</p>	<p>SEMH work with specialist TA, where possible, 1:1 and small group supports children to build self-esteem, awareness and self-regulation strategies</p> <ul style="list-style-type: none"> - All staff trained with a focus on positive behaviour and relationships. - Fewer behaviour incidents resulting in children missing learning in lessons.
<p>3. SEND needs will be identified early to enable children to receive SEND support in addition to PP support.</p>	<ul style="list-style-type: none"> - Teachers trained to identify and support SEND needs at early stages. - Support staff trained to offer intervention in a range of strategies and subjects, where possible - Pastoral support and signposting for families with children with SEND needs.

3

<p>4. Children will have opportunities which are equitable to their peers including access to trips, homework support, outdoor activities and extra-curricular learning.</p>	<ul style="list-style-type: none"> - Children accessing lessons, clubs and trips where funding can support. - Subsidised trips where families are able to contribute - Children can talk about personal goals which are supported during their time at school. - Children supported with daily reading and homework activities as part of the school day.
<p>5. Children will be motivated to learn and be engaged in lessons driven by strong relationships with their teachers, leading to higher aspirations and belief that they can achieve.</p>	<ul style="list-style-type: none"> - Student leadership opportunities - Personal development opportunities such as visits to schools and businesses, and visits to school from inspirational people. - High quality curriculum delivery planned to meet the engagement needs of PP children.
<p>6. Children will make progress in reading and writing through high quality teaching and targeted intervention.</p>	<ul style="list-style-type: none"> - Internal school data shows progress in reading and writing - Quality first teaching is planned to engage, support and scaffold children to develop writing skills. - Phonics interventions are rigorous -cracking the phonics code is essential for all children - Priority reading available for 1:1 readers - Whole school focus on reading for pleasure.

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: £27,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for staff to tackle disadvantage and SEND needs.</p> <p>Use of researched high-quality teaching techniques</p>	<p>Many different evidence sources recognise quality first teaching as the most effective way to improve progress and attainment. Including the EEF publication 'Closing the Attainment Gap' and 'Using your Pupil Premium Effectively'</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>Teachers will evaluate effectively to ensure misconceptions are addressed and personalised learning is available.</p>	<p>2,5,6</p>
<p>Ensure reading is the heart of the curriculum: Early Reading Lead time to embed the new phonics scheme and non-negotiable reading every day to children, CPD on teaching reading and fluency, use of Accelerated Reader to motivate and monitor reading, investment in quality texts, text-led topics, engaging parents through meeting.</p>	<p>EEF Tackling Disadvantage</p> <p>Regular 6 weekly RWI assessments and regrouping of children as required.</p> <p>Ongoing reading data in the phonics check, KS1 and 2 assessment.</p> <p>Lesson observations.</p>	<p>1,2,3,6</p>

Investment in QFT, curriculum development and staff training designed to raise standard of curriculum White Rose Maths across the school Writing, Geography and History (SWIFT)	Internal monitoring shows impact of schemes for consistency. SWIFT training	1,2,3,5,6
Participation in the Arts- access to musical performances to take part in, watch, learn an instrument, clubs, Trust-wide music project	EEF teaching and learning toolkit	4,5,2
RWInc systematic phonics programme	EEF teaching and learning toolkit See the impact of phonics programme in 2025 outcomes	1,3,6

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

Budgeted cost: £13,660

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers used for reading and Maths intervention for KS2. Teacher time to offer 1:1 and small group and 1:1 intervention.	In-house data showed increased impact through use of tutor in previous year In the EEF, there is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. Attainment of current Year 6 cohort	1,3,5,6

Deployment of TAs to support pupils, including Speech and Language Intervention.	Internal data shows impact on attainment and progress EEF teaching and learning toolkit	1,3,6
Use of Provision Map to track the impact of the above	EEF teaching and learning toolkit	1,2,3
1:1 phonics interventions when children are identified or are absent	EEF teaching and learning toolkit Significant impact demonstrated in previous official data sets for Y1 and Y2 outcomes.	1,6

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

Budgeted cost: £13,660

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to trips, extra-curricular activities, inspirational visits/ experiences and sporting and learning such as swimming sessions.	EEF Pupil Premium Menu	4,5,2
Nurture support during the school day and at break and lunchtimes. Development of nurture spaces. Increased opportunities for engaging play through OPAL.	EEF Pupil Premium Menu	2,3,4,5
Breakfast and after school club sessions, uniform where supportive for families. Additional snack times before home time/ breakfast provided. Run club before the end of the day and supporting with cost of music lessons. Pre loved uniform and new items when needed	EEF Pupil Premium Menu	2

Total budgeted cost: £54,640.

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 2023 to 2024 academic year.

- 79% pupils achieving the Year 1 Phonics Check pass rate.
- 100% Year 2 Phonics Check pass rate. Is that correct?
- All year 6 children attended the residential trip
- All children able to attend school trips
- 8 children learning musical instruments across the academic year and invited to perform in summer concert.
- Speech, language and communication support was completed.

Internal monitoring of progress and attainment for pupils was recorded using Insight. In addition, monitoring is achieved through:

- Lesson observations and drop ins
- Pupil progress meetings
- Staff meetings
- Book looks
- Pupil interviews and surveys
- Parent surveys and discussion

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
Sing Up	Sing Up
Language Angels	Language Angels
Dyslexia screener	
Provision map	Edukey
Literacy Shed	Ed Shed

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?	Financial support for trips and residentials Offered places at Breakfast Club Small group intervention when required
What was the impact of that spending on service pupil premium eligible pupils?	Children felt included and part of our school. Children made good academic progress

Further information (optional)

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