

## 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	Starbank Primary School
Number of pupils in school	1241 (Rec to Y6)
Proportion (%) of pupil premium eligible pupils	442 (35.63%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	February 2022
Statement authorised by	Nadim Riaz
Pupil premium lead	Nadim Riaz
Governor / Trustee lead	Julie Bradley

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 594,490
Recovery premium funding allocation this academic year	£ 118,612
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£713,102

# Part A: Pupil premium strategy plan

## Statement of intent

### Challenges

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

Challenge number	Detail of challenge
1	Regression caused by lockdown.
2	Pupil attendance.
3	Limited communication and language skills resulting in attainment gap in reading, writing and grammar.
4	Pupils coming from homes that are unable to support a positive reading culture and that do not have easy access to quality books and reading environments. Limited ICT knowledge/training and resources available.
5	Less opportunities for pupils to practice skills at home due to lack of parental confidence.
6	Small Heath is in a deprived area where unemployment is high, and aspirations are low.

### 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
To ensure that all disadvantaged pupils are able to access 'Quality First Teaching' in every teaching group. Pupils to make expected and accelerated progress.	<ul style="list-style-type: none"><li>▪ Providing a tailored staff training programme (The Big Teach, Leading for Improvement, Instructional Coaching, Early Career Teacher Programme).</li><li>▪ To secure early intervention for disadvantaged pupils in EYFS through targeted support and strategically focused provision.</li></ul>

	<ul style="list-style-type: none"> <li>▪ To use 'Wellcomm' as a baseline for disadvantaged pupils and create an intervention programme to improve their oral language skills and vocabulary in EYFS.</li> <li>▪ To develop phonics and reading skills of disadvantaged pupils in EYFS and KS1 through RWI and targeted groups.</li> <li>▪ To ensure that disadvantaged pupils benefit from the Star Readers programme by providing them with books and tracking their engagement.</li> <li>▪ To reduce teaching group sizes in Year 6, enabling disadvantaged pupils to have greater adult support.</li> <li>▪ To provide additional support for pupils during school hours (TA or external agencies).</li> <li>▪ To provide morning/after school booster interventions for disadvantaged pupils to accelerate progress in key areas.</li> <li>▪ To provide resources for staff to deliver focus and impactful interventions for disadvantaged pupils.</li> </ul>
<p>To ensure that pupils have access to school-based ICT resources.</p>	<ul style="list-style-type: none"> <li>▪ Designated Laptops / laptop trolleys to be accessed by all year groups.</li> <li>▪ Functionally, well-equipped, purposeful ICT rooms which allows teachers to deliver the ICT curriculum.</li> </ul>
<p>To provide pupils enriched and wider learning opportunities.</p>	<ul style="list-style-type: none"> <li>▪ Subsidised educational trips.</li> <li>▪ Projects (e.g. Hippodrome Education Network, Ann Frank Trust), exhibitions, workshops and visitors allowing pupils to participate in arts, build understanding of the world and explore the rich artistic, cultural and social heritage of the UK.</li> <li>▪ Anne Frank Trust – WW2 exhibition to immerse pupils in the history and peer – educate the other year groups.</li> <li>▪ Voices for Equality in Year 5 and 6 to explore different.</li> <li>▪ Mindfulness and Transition workshops for Year 6.</li> <li>▪ School TV (ISTAR) and radio (Rocket Radio) show providing collaborative</li> </ul>

	<p>learning experiences and development of performance skills.</p> <ul style="list-style-type: none"> <li>▪ Birmingham Rep satellite youth theatre festival to build confidence and unlock pupils' potential through the power of communication.</li> <li>▪ Year 4 Instrumental lessons from specialist teachers.</li> <li>▪ Year 3 swimming lessons.</li> <li>▪ After school/extra-curricular clubs providing new experiences and developing skills and talents (football, dance, kickboxing).</li> </ul>
<p>To meet the social and emotional needs of families.</p>	<ul style="list-style-type: none"> <li>▪ Provide mentoring/pastoral support to pupils</li> <li>▪ Provide Early Help support to families</li> <li>▪ Support and develop good habits with attendance</li> <li>▪ Provide clear targeted support for SEN pupils.</li> <li>▪ Implement whole school Mental Health and Emotional Wellbeing Framework</li> <li>▪ Develop pupils' leadership skills through School Council, Eco-Council, Arts Council, Anti bullying Ambassadors, STAR diploma.</li> <li>▪ Provide breakfast provision for identified pupils</li> <li>▪ Identifying all pupils entitled to Free School Meals.</li> </ul>

## 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

**Budgeted cost: £188,000 + £118,612 (COVID RECOVERY) = £306,612**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Recruitment and CPD – To close gaps in attainment and progress of disadvantaged pupils in reading, writing and maths by providing:</p> <ul style="list-style-type: none"> <li>- quality teaching and learning.</li> <li>- accurately pitched focused interventions that accelerate pupil progress.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Trust wide teaching and learning focus via The Big Teach, Leading for Improvement, Instructional Coaching, Early Career Teacher Programme.</li> <li>▪ All teachers are assigned a mentor (AHT, DOL) who nurtures, supports and develops their teaching practice.</li> <li>▪ Trust wide teaching and learning consultants supporting staff</li> <li>▪ Monitoring Schedule in place to monitor the quality of T&amp;L.</li> <li>▪ Use of MS Teams for virtual staff meetings and training sessions.</li> </ul> <p>Staffing support:</p> <p>3 X TAs Starbank Road</p> <p>2 x TAs Hob Moor Road</p> <p>2 X TAs Bierton Road</p> <p>WA – Bierton Road</p> <p>Teaching/Educational resources (across curriculum spend:</p> <p>Maths/English/Reading books/Science/RE/DT</p>	1,3 and 4
Covid Recovery	<ul style="list-style-type: none"> <li>▪ SATS Companion</li> <li>▪ RWI Resources</li> <li>▪ RWI Development day</li> <li>▪ NTP Third Space</li> <li>▪ NTP Connex</li> </ul>	1,3 and 4

## Targeted academic support

**Budgeted cost: £145,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide school-based ICT resources to all pupils:	<ul style="list-style-type: none"> <li>▪ Designated Laptops / laptop trolleys to be accessed by all year groups.</li> <li>▪ Functionally, well-equipped, purposeful ICT rooms which allows teachers to deliver the ICT curriculum.</li> </ul> <p>Starbank Road: 32 Laptops + 30 desktops ICT Suite</p> <p>Bierton Road: 32 Laptops + 20 desktops</p> <p>Hob Moor Road: 32 Laptops + 20 desktops</p>	4 and 6

## Wider strategies

**Budgeted cost: £260,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide pupils enriched and wider learning opportunities	<ul style="list-style-type: none"> <li>▪ Subsidised educational trips.</li> <li>▪ Projects (e.g. Hippodrome Education Network, Ann Frank Trust), exhibitions, workshops and visitors allowing pupils to participate in arts, build understanding of the world and explore the rich artistic, cultural and social heritage of the UK.</li> <li>▪ Anne Frank Trust – WW2 exhibition to immerse pupils in the history and</li> </ul>	1,2,5 and 6

	<p>peer – educate the other year groups.</p> <ul style="list-style-type: none"> <li>▪ Voices for equality in Year 5 and 6 to explore different.</li> <li>▪ Mindfulness and Transition workshops for Year 6.</li> <li>▪ School TV (ISTAR) and radio (Rocket Radio) show providing collaborative learning experiences and development of performance skills.</li> <li>▪ Birmingham Rep satellite youth theatre festival to build confidence and unlock pupils’ potential through the power of communication.</li> <li>▪ Year 4 Instrumental lessons from specialist teachers.</li> <li>▪ Year 3 swimming lessons.</li> <li>▪ After school/extra-curricular clubs providing new experiences and developing skills and talents (football, dance, kickboxing)</li> <li>▪ Additional upcoming support which may needed to support the pupils throughout the year.</li> </ul>	
<p>To meet the social and emotional needs of families.</p>	<ul style="list-style-type: none"> <li>▪ Provide mentoring/pastoral support to pupils</li> <li>▪ Provide Early Help support to families</li> <li>▪ Support and develop good learning behaviours.</li> <li>▪ Support and develop good habits with attendance</li> <li>▪ Provide clear targeted support for SEN pupils.</li> <li>▪ Implement whole school Mental Health and Emotional Wellbeing Framework</li> <li>▪ Develop pupils’ leadership skills through School Council, Eco-Council, Arts Council, Anti bullying Ambassadors, STAR diploma.</li> <li>▪ Provide breakfast provision for identified pupils.</li> </ul> <p>Pupil rewards / certificates/ badges/pupil ambassador lanyards/ incentives -</p>	<p>1,2,3,5 and 6</p>

**Total budgeted cost: £711,612**

## 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.

#### Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	Forecasted: Reading 78% Writing 75% Maths 76%
Achieving high standard at KS2	Forecasted: Reading 31% Writing 25% Maths 32%

#### Review: last year's aims and outcomes

Aim	Outcome
<p>Quality teaching for all.</p> <p>Non-class based AHTs to support the development of outstanding teaching and learning strategies with an emphasis on disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>The quality of teaching across the school improved because of coaching to deliver teaching in line with the school's pedagogy. Attainment and progress closely monitored during Pupil Progress Meetings and with remote learning feedback.</li> </ul>
<p>Interventions to close gaps in progress and attainment of identified pupils.</p> <p>Employ additional teachers, HLTAs and TAs (FT/PT) to deliver small group, 1:1 interventions targeting identified pupils.</p> <p>Contribution to the cost of Inclusion staff and external SEN support agencies to remove barriers to learning.</p>	<ul style="list-style-type: none"> <li>Small group and 1:1 daily teaching enabled disadvantaged pupils to close the gap towards achieving age related expectations. Targeted teaching interrupted due to COVID lockdown.</li> <li>Disadvantaged pupils more highly represented in the lowest performing pupils and received most interventions. Interventions to COVID lockdown.</li> <li>Reading, Writing, and Maths remain a key focus in 2021/22 as we look to</li> </ul>

	continue raising attainment and closing the gap.
Provide out of classroom opportunities and experiences to 'diminish the difference' for pupils and to widen their horizons.	<ul style="list-style-type: none"> <li>▪ Pupils given access to a varied and enriched curriculum which enabled them to expand their knowledge and experiences of the world around them.</li> <li>▪ TV/Radio increased pupils' confidence in speaking and listening. ISTAR and Rocket Radio.</li> <li>▪ Y3 swimming and Y4 Instrumental lessons</li> <li>▪ School remote visits and visitors have allowed pupils to have experience of topics and therefore access the curriculum.</li> </ul>
<p>Provide social, emotional and economical support to pupils and families.</p> <p>Employ Family and Community Engagement Team x 2 advisors and Learning Mentors x 1.5.</p>	<ul style="list-style-type: none"> <li>▪ Parents and pupils felt supported throughout the year including during Covid lockdown and COVID related restrictions. <ul style="list-style-type: none"> <li>- FACE team organised parental workshops/courses, signposted parents to outside agencies and made necessary referrals.</li> <li>- Vulnerable families issued with vouchers and food/sanitary parcels.</li> <li>- Breakfast provided to disadvantaged pupils at Starbank Road prior to lockdown and all sites during lockdown gave our pupils a good start to the day.</li> <li>- Learning packs provided to all pupils YN to Y6.</li> <li>- Daily contact with pupils.</li> </ul> </li> <li>▪ Daily/weekly social and emotional learning interventions by pastoral staff have had a significant impact on attitudes to learning, social relationships in school and attainment.</li> </ul>

## Externally provided programmes

Programme	Provider
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