

Pupil Premium Strategy Statement:

The Lodestar Academy

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School Overview

Detail	Data
Number of pupils in school	42.5
Proportion (%) of pupil premium eligible pupils	75.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-24
Date this statement was published	08.11.23
Date on which it will be reviewed	July 2024
Statement authorised by	
Pupil premium lead	Steven Hulme
Governor / Trustee lead	

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,120
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£23,460
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£56,580

Part A: Pupil Premium Strategy Plan

Statement of Intent

At the Lodestar Academy, we believe that every child should be supported to achieve success academically, socially and emotionally, irrespective of their background and current circumstances.

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points) particularly in terms of:

- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities

The core principles underpinning our use of Pupil Premium funding are:

1. We ensure that teaching and learning opportunities meet the needs of all our pupils.
2. We ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
3. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
4. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
5. Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals (or other eligibility criteria) will always be in receipt of Pupil Premium interventions at any one time.

Challenges

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

Challenge number	Detail of challenge
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1	Internal and external assessments show that disadvantaged pupils generally achieve 1.6 qualifications fewer than their peers.
2	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
3	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills , e.g., independent travel.
4	Our assessments, observations and conversations with pupils and families demonstrate that our disadvantaged pupils experience greater emotional vulnerability , including lower levels of self-esteem (general and academic), perseverance and confidence.
5	Some parents with children eligible for Pupil Premium present lower levels of engagement with the academy and their children's learning: home learning tasks are not always completed and SEMH interventions are not supported within the home.
6	Combined attendance rates for pupils eligible for Pupil Premium are in line with their peers at the Lodestar Academy, but are below nationally expected standards: this reduces their school hours and causes them to fall behind.

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
Disadvantaged students will develop resilience, supporting them to overcome emotional barriers to learning.	Staff support the SEMH needs of children by means of targeted intervention and appropriate planning of lesson activity. Children present with improved learning behaviours due to better managed anxiety. Progress measured by means of: <ul style="list-style-type: none"> - lesson observations/learning walks - pupil voice - R4T assessment outcomes - behaviour and safeguarding reports (including SIMS and CPOMS recording) - records of target setting/action planning meetings in tutorial files
Disadvantaged pupils will be supported in school to complete home learning tasks and parental engagement will increase over time.	Parents make a greater contribution to target setting/action planning, including the support of academic and behavioural interventions within the home. Pupils

	<p>make expected (or accelerated) progress in core subjects, meaning that attainment is in line with peers. Progress measured by means of:</p> <ul style="list-style-type: none"> - home/school communication records - records of target setting/action planning meetings in tutorial files - parent survey responses - records of attendance at revision/booster workshops - work scrutiny and exercise book-looks - half-termly data drops
Improved attendance for disadvantaged children will impact positively on their progress and attainment.	<p>Pupil Premium eligible children improve their attendance by a minimum of 12 percentage points per year. Progress measured by means of:</p> <ul style="list-style-type: none"> - attendance records and data analysis - records of attendance improvement meetings - half-termly data drops

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: **£4,190**

Activity	Evidence that supports this approach	Challenge number (s) addressed
Trauma and Mental Health Informed Practitioner CPD for 2 staff	<p>Pupil Premium eligible children make up the majority of CPOMS reports, which evidence a rise in emotional harm/distress over the previous 6 months.</p> <p>General and academic levels of self-esteem are low amongst some children, as evidenced by increasing levels of emotional</p>	4

members in 2023/24.	<p>distress reported within CPOMS and Class Charts; this presents as a lack of confidence in the classroom, meaning that these students demonstrate below-expected progress. (The impact of the COVID19 pandemic has been to exacerbate this problem, with fewer learners presenting progress in their development of prosocial skills, and with significantly greater blocks to learning.)</p> <p>https://assets.publishing.service.gov.uk/media/5a747ef340f0b604dd7ae609/DFE-RR253.pdf</p>	
Creation of a Learning Outside the Classroom (LOtC) Teaching Lead, to develop and improve non-traditional teaching and learning opportunities for disadvantaged students.	A minority of learners have been assessed as requiring SEND support and intervention, in order to develop the Foundation level Habits of Mind required to successfully access classroom-based learning.	2, 3, 4

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

Budgeted cost: **£16,875**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Fischer	The current presentation of disadvantaged students does not always reflect the capabilities of those	1

<p>Family Trust's online software application, "Aspire", to support aspirational target setting for disadvantaged learners.</p>	<p>students, as evidenced in Key Stage 2 assessment data. As such, it is important to consider long-term data when target setting for this group.</p>	
<p>Implementation of weekly Year 11 revision workshops for all core subjects.</p>	<p>Many Pupil Premium students are not achieving outcomes in line with their peers: these pupils demonstrate a correlative failure to complete home learning tasks, including revision and preparation for public examinations.</p>	<p>1, 5</p>
<p>Implementation of a bespoke intervention programme, addressing the needs of disadvantaged learners who lack the foundational Habits of Mind required to thrive within the traditional classroom environment.</p>	<p>A minority of learners have been assessed as requiring SEND support and intervention, in order to develop the Foundation level Habits of Mind required in order to successfully access classroom-based learning.</p>	<p>3, 4, 6</p>
<p>Termly provision of a self-selected reading book for every child eligible for Pupil Premium.</p>	<p>Many children eligible for Pupil Premium have limited access to extended learning opportunities outside school: this limits language development, as well as the wider understanding that the arts are a valuable source of social collateral.</p> <p>https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools</p>	<p>2</p>
<p>Provision of extended learning opportunities within the English</p>	<p>https://www.sec-ed.co.uk/content/news/literacy-one-in-15-pupils-do-not-have-a-book-at-home/</p>	<p>2</p>

Literature curriculum, developing the engagement of Pupil Premium learners.		
Implementation of a significantly revised Attendance Improvement Strategy which develops staff accountability and measures progress quantitatively against prior achievement; interventions are consequently targeted according to individual need.	<p>Pupils' progress and attainment is significantly impacted by poor attendance.</p> <p>https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools</p> <p>Pupils who do not regularly attend school are placed at an elevated risk of abuse/neglect, which results in raised anxiety and poorer academic capacity.</p>	6

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

Budgeted cost: **£35,587**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Universal breakfast and morning break club, free at the	There is a clear evidential link between nutrition and cognition, particularly within the developing bodies and brains of younger learners:	1, 6

<p>point of delivery and providing for the nutritional and emotional requirements of pupils' learning.</p>	<p>https://discovery.ucl.ac.uk/id/eprint/10015414/1/WBLResR_ep18.pdf</p> <p>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8839299/</p>	
<p>Positive recognition of improving attendance by means of a structured programme of weekly rewards.</p>	<p>Pupils' progress and attainment is significantly impacted by poor attendance:</p> <p>https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/</p> <p>Pupils who do not regularly attend school are placed at an elevated risk of abuse/neglect, which results in raised anxiety and poorer academic capacity.</p>	<p>1, 6</p>
<p>Provision of a student counselling service, enabling targeted Pupil Premium pupils to explore social and emotional barriers to their learning and develop strategies to overcome these.</p>	<p>Pupil Premium eligible children make up the majority of CPOMS reports, which evidence a rise in emotional harm/distress over the previous 6 months. General and academic levels of self-esteem are low amongst some children, as evidenced by increasing levels of emotional distress reported within CPOMS and Class Charts; this presents as a lack of confidence in the classroom, meaning that these students demonstrate below-expected progress. (The impact of the COVID19 pandemic has been to exacerbate this problem, with fewer learners presenting progress in their development of prosocial skills, and with significantly greater blocks to learning.)</p> <p>https://www.kcl.ac.uk/news/increase-in-mental-distress-among-young-people-from-disadvantaged-backgrounds-following-the-start-of-the-covid-19-pandemic</p>	<p>4</p>
<p>Implementation of weekly therapeutic sessions for targeted groups of Pupil Premium students, facilitated by the Apricot Centre.</p>	<p>https://assets.publishing.service.gov.uk/media/5a747ef340f0b604dd7ae609/DFE-RR253.pdf</p>	<p>4</p>

Total Budgeted Cost: £56,652

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)*
- *EBacc entry data for secondary schools*
- *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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