

## 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	North Star 82°
Number of pupils in school	50
Proportion (%) of pupil premium eligible pupils	68%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 to 2024 (3-year plan)
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	
Pupil premium lead	James Wookey
Governor / Trustee lead	Sally Clark

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,090 (34 pupils eligible - £1385 per pupil) LAC PP – school will receive £1950 for each child in care provided
Recovery premium funding allocation this academic year	£13,340
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4,000
<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	£64,430

# Part A: Pupil premium strategy plan

## Statement of intent

At North Star 82° we ensure that all pupils, irrespective of their background, Special Education Needs or Socio-Economic status are able to excel. We believe that with accurately identified needs, specialist provision and additional support where required, all pupils can fulfil their potential.

The focus of our Pupil Premium strategy is to provide avenues where all pupils can achieve, which will in turn improve the progress for our most disadvantaged pupils. Within this we consider the challenges faced by our most vulnerable students who are in care or have a social worker.

At the centre of our approach is a focus on high-quality teaching, with the ultimate aim to increase the attainment of all of our pupils. Evidence has shown that this strategy has the most impact in increasing progress for disadvantaged pupils.

At North Star 82° we are determined to provide the support and tools that all young people need to overcome any barriers that they face. Utilising our Pupil Premium funding effectively and strategically will help us achieve this.

### Our context

A specialist SEN Primary school located in North Bristol, we provide an education for pupils aged 6-11 with a statement of Special Educational needs, with a primary need of SEMH (Social, Emotional or Mental Health needs). We provide a structured and safe learning environment with a highly skilled staff team who are able to ensure that all children, despite their background, can achieve.

### Our objectives

- We will adopt a whole school approach where all staff will recognise the needs of our most disadvantaged pupils, raise expectations for them and enable them to excel.
- We aim to narrow the literacy and numeracy gap for our most disadvantaged pupils.
- We aim to provide our pupils with extra-curricular activities which will increase their engagement in academic learning and improve their mental well-being.

### To achieve our objectives, we will:

- Provide all teaching and class staff with high quality CPD to ensure that pupils receive quality first teaching.
- Increase the number of staff available to teach maths in a targeted manner that supports Mathematics Mastery and allows for mastery.
- Provide targeted Speech and Language interventions to address identified gaps in speech and language..

- Provide opportunities for all pupils to participate in enrichment activities to increase their engagement with learning.
- Provide identified pupils with social skills groups in order for them to be able to build positive and sustained relationships.
- Provide Social and Emotional targeted intervention for identified pupils to support their social and emotional development.
- Provide targeted resources to support delivery of the above.

## Challenges

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

Challenge number	Detail of challenge
1	Low Prior Attainment (Working below age related expectation in Literacy and Numeracy) 99% of PP pupils are working BELOW expected attainment in reading, writing and maths. This has arisen after a cohort of pupils joined who were not engaging in formal learning while at ALP or who were on very reduced timetables at their school. Progress has been further impacted where parents chose to keep pupils at home during Covid 19 lockdowns.
2	Assessments and observations taken at school, as well as interactions with pupils indicate that many of our pupils have underdeveloped oral language skills and large vocabulary gaps. Speech and Language difficulties that are commonly undiagnosed on entry to the school. This impacts on our pupils' ability to access the national curriculum. Currently 86% of students have language difficulties as measured on a standardised assessment.
3	Attendance; Our attendance data for the last years states that the attendance of our pupils in receipt of pupil premium is below (87%) that of the pupils without (92%).
4	Social, Emotional, Mental Health Difficulties. 100 % of PP pupils have an EHCP outlining social, emotional or mental health difficulties. These difficulties can impact on their abilities to form friendships and read social interactions, this can in turn impact on their ability to then access academic lessons.
5	Our safeguarding data throughout since the pandemic has identified an increasing number of safeguarding concerns (at least 50% more each term). There have been an increasing number of referrals to social care (up 200% during the last academic year).
6	The impact of the epidemic has impacted on the well being of both staff and pupils within school. Our parents, staff and pupil surveys have identified a need to improve the well-being for all. Given the specialist nature of the provision there is reason for placing an equal focus on mental health to that of academic teaching – without addressing these needs pupils are unable to engage with learning.

## 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
Pupil Premium students will meet end of year progress targets at the same rate as Non-Pupil Premium students in Reading. Gaps with ARE will not increase further where pupils have no other SEN needs identified.	At least 80% of Pupil Premium students achieve their reading and writing target from starting points or baseline, demonstrated in line with assessment policy.
Pupil Premium students will meet end of year targets at the same rate as Non-Pupil Premium students in Writing. Gaps with ARE will not increase further where pupils have no other SEN needs identified.	At least 80% of pupils premium students achieve their English target from starting points or baseline, demonstrated in line with assessment policy.
Pupil Premium students will meet end of year targets at the same rate as Non-Pupil Premium students in Maths. Gaps with ARE will not increase further where pupils have no other SEN needs identified.	80% of pupil premium students achieve their Maths target from starting points or baseline, demonstrated in line with assessment policy.
Pupil Premium students make the same or better social emotional progress as non-pupil premium students.	80% of pupil premium students will make social and emotional progress as recognised by the Boxall Profiling and through internal engagement data.
Improved oral language skills, as well as increased vocabulary skills among our Pupil Premium students.	Speech and language assessments carried out by our speech and language assistance will show increased oral language skills for our disadvantaged pupils.
To achieve and sustain improved well being for all of our pupils.	<p>This will be evident through:</p> <ul style="list-style-type: none"> <li>• Increased attendance</li> <li>• A decrease in behaviour incidents</li> <li>• Increased progress in standardised measures of emotional development.</li> <li>• Increased opportunities for and increased engagement in outdoor learning activities</li> <li>• Answers provided in pupils and parents/carers questionnaire</li> </ul>
For the attendance of pupil premium students to be at the same level as our non-pupil premium students.	Sustained increased attendance. With the attendance gap between pupil premium students and non-pupil premium students being less than 1% for all pupils accessing full-time provision.

<p>For our Pupil Premium pupils to engage in experiences which allow them to increase opportunities to capitalise on cultural experiences and/or experience outdoor activities in the natural world.</p>	<p>Our pupils will gain new experiences that they would otherwise not have the opportunity to access. This will in turn increase their engagement in literacy, as our TOPIC and Talk 4 Write literacy units are linked. It will also build trusting relationships between pupils and staff within school. Access to nature will improve mental health and well-being</p>
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## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We will train all staff in Mathematics mastery.</p> <p>We will fund teacher release time to enable our Maths subject lead to cascade maths training and support teachers with their delivery.</p>	<p><b>Training/CPD package: £3,800</b>  <b>Maths Lead time (12 days): £1650</b>  <b>Maths Resources: £500</b></p> <p>EEF funded trials have evidenced that Ark Mathematics Mastery has improved maths attainment for all pupils, while also narrowing the attainment gap between lower and higher attaining pupils.            EEF – Ark Mathematics Mastery  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/mathematics-mastery-primary">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/mathematics-mastery-primary</a></p>	1
<p>We will create an additional teaching group for pupils working closer to ARE in Years 5 and 6.</p>	<p><b>Additional Teaching Staff 1.5 hours per day: £5,850</b>            EEF funded trials have evidenced that Ark Mathematics Mastery has improved maths attainment for all pupils, while also narrowing the attainment gap between lower and higher attaining pupils.            EEF – Ark Mathematics Mastery  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/mathematics-mastery-primary">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/mathematics-mastery-primary</a></p>	
<p>Additional Reading books to supplement initial five levels</p>	<p><b>£700</b></p>	1
<p>Purchase of Reading assessment to give standardised reading ages</p>	<p><b>Star Reader – £1740</b>  <b>Staff Assessment time (6 days per year) - £300</b></p> <p><a href="https://www.renaissance.com/products/star-reading/">https://www.renaissance.com/products/star-reading/</a></p>	
<p>Purchase of online subscription and additional reading materials</p>	<p><b>Collins/Little Wandle</b>  <b>Subscription £1500</b>  <b>Resources and Books £3000</b></p> <p>A low-cost annual membership to our programme will reduce teacher workload, ensure high quality consistent</p>	

to support new phonics scheme	teaching of phonics and early reading for every child in every classroom and help you continue to grow a love of reading in your school. <a href="https://www.littlewandlelettersandsounds.org.uk/">https://www.littlewandlelettersandsounds.org.uk/</a>	
Purchase of material to support staff CPD	<b>Doug Lemov Teach like a champion £160</b> Copy for every class teacher/classroom. This publication supports the in-house training we will be offering to staff linking effective pedagogy and brain science. <a href="https://teachlikeachampion.org/">https://teachlikeachampion.org/</a>	

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

Budgeted cost: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils assessed as having speech and language difficulties but without Speech and Language needs noted in their EHCP will be offered individual therapist support that can be used to evidence the need for longer term SALT provision.	<b>SALT Therapist : £ 11,700</b> <b>SALT resources: £ 300</b>  <i>‘There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.’</i> EEF – Oral Language interventions (educationendowmentfoundation.org.uk)	2
We will provide ESSA sessions for our pupils to improve the social emotional learning of our pupils. The will meet the social needs that have not been identified within their EHCP, as well as increase pupils wellbeing.	ESSA practitioner: <b>£11,300</b> There is a vast amount of evidence which shows that progress in pupils social and emotional learning is linked to improved outcomes at school. <i>‘The average impact of successful SEL interventions is an additional four months’ progress over the course of a year.’</i> EEF – Social and Emotional Learning (educationendowmentfoundation.org.uk)	4 and 6

<p>We will provide our pupils with social skills groups. This will support our pupils in building friendships and increase pupil being.</p>	<p><b>Social Skills Teacher: £5,600</b> Evidence suggests that disadvantaged pupils have weaker social and emotional skills than their counterparts. This can impact on their ability to form friendships and affect their ability to access education. <i>‘SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.’</i> EEF – Social and Emotional Learning (educationendowmentfoundation.org.uk)</p>	<p>4 and 6</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £16,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increased rewards around attendance. We will release trusted adults to complete home visits for those pupils who are struggling to attend school.</p>	<p><b>Attendance Rewards Budget: £100</b> <b>Staff release time for home visits - £1000</b>  As stated in the DFE’s principles of good practice and Improving School Attendance advice. All schools should have an attendance champion (lead) who provides professional development opportunities for staff in promoting good attendance. They should also ‘build respectful relationships with staff, pupils, families and other stakeholders in order to secure their trust and engagement.’  <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	<p>3</p>
<p>Additional staff trained as DSL</p>	<p><b>Cost: £500</b>  (educationendowmentfoundation.org.uk)</p>	<p>5 and 6</p>
<p>All of our pupils will experience 2 sessions of Forest School and 2 sessions of Gardening activities per term.</p>	<p><b>Forest School Practitioner: £11,300</b> <b>Resources: £1,000</b> Research has shown that pupils participation in Forest School can improve:</p>	<p>2, 4 and 6</p>



<p>Funding to cover Forest School teacher and provide additional training for Forest Schools teacher.</p> <p>The school has qualified as a Nature Friendly School, requiring additional training, release time and resourcing.</p>	<ul style="list-style-type: none"> <li>• <b>Confidence:</b> children had the freedom, time and space to learn and demonstrate independence</li> <li>• <b>Social skills:</b> children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</li> <li>• <b>Communication:</b> language development was prompted by the children's sensory experiences</li> </ul> <p>(<a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</a>)</p>	
<p>African Drumming</p> <p>All classes will receive 2 Terms of African Drumming lessons per academic year.</p>	<p><b>African Drumming costs: £1800 per year</b></p> <p>Research suggests that participating in Arts Participating can have a positive impact in on academic outcomes in other areas of the curriculum. Participation in African Drumming lessons will reduce tensions and anxieties for our pupils as well as promote positive well-being.</p> <p>EEF – Arts Participation (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	6
<p>Supporting Pupils in attending out of school sports clubs</p>	<p><b>Staff Costs – 30 hours</b></p> <p><b>£600</b></p> <p>Evidence suggests that pupils from disadvantaged backgrounds may not be able to access physical activities which would improve their mental health and well being.</p> <p><i>'Physical activity has important benefits in terms of health, wellbeing and physical development.'</i></p> <p>EEF – Physical Activity (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	6

**Total budgeted cost: £63,100**

Teaching £18,900

Targetted academic support £28,900

Wider strategies £ 15,300

Current costs

<u>Currently accounted for</u>	<u>Left to budget for</u>
<b>£63,100</b>	<b>£1,330</b>

## Review of Pupil Premium strategy and outcomes 2023-24

Intended outcome	Success criteria	Review September 2024
<p>Pupil Premium students will meet end of year progress targets at the same rate as Non-Pupil Premium students in Reading. Gaps with ARE will not increase further where pupils have no other SEN needs identified.</p>	<p>At least 80% of Pupil Premium students achieve their reading and writing target from starting points or baseline, demonstrated in line with assessment policy.</p>	<p>The teaching of reading is a strength of the school and our pupils in receipt of pupil premium funding make the same progress as their peers.</p> <p>For students at early stages of reading and understanding and utilising phonics benefit from baseline assessment which places them into banded groups where they learn alongside others who need to learn the same sounds. Phonics groups run daily for half an hour across the school. Pupils read books that are closely matched to what they are learning and already know. As a result they read with increasing independence and success.</p> <p>The school now has enhanced its library and reading programme; all books are banded; and children have access on a regular basis. As a result, as OfSTED judged, “pupils’ attitudes to reading are often transformed”.</p> <p>Star Reader has been purchased and is used effectively to identify individual baselines from which to create individual reading plans.</p>
<p>Pupil Premium students will meet end of year targets at the same rate as Non-Pupil Premium students in Writing. Gaps with ARE will not increase further where pupils have no other SEN needs identified.</p>	<p>At least 80% of pupils' premium students achieve their English target from starting points or baseline, demonstrated in line with assessment policy.</p>	<p>The Talk for Writing programme is a key element in our provision to support pupils develop writing skills and our pupils in receipt of pupil premium funding make the same progress as their peers. End of year data supports the anecdotal evidence from work children</p>

		regularly bring to share with senior leaders.
Pupil Premium students will meet end of year targets at the same rate as Non-Pupil Premium students in Maths. Gaps with ARE will not increase further where pupils have no other SEN needs identified.	80% of pupil premium students achieve their Maths target from starting points or baseline, demonstrated in line with assessment policy.	<p>Pupils in receipt of pupil premium funding make the same progress as their peers. OfSTED in Sept 2023 make positive comment on “the mathematics curriculum is carefully planned ... as a result, pupils achieve well”.</p> <p>Long established staff all completed the additional training for the Maths Mastery programme of study. However, the programme is not easy for non-trained or non-specialist staff to deliver and with a period of flux in our staffing we are reviewing whether a different programme could deliver greater progress for more pupils</p>
. Pupil Premium students will meet end of year targets at the same rate as Non-Pupil Premium students in maths. Gaps with ARE will not increase further where pupils have no other SEN needs identified.	80% of pupil premium students achieve their maths target from starting points or baseline, demonstrated in line with assessment policy.	The scheduled analysis of end of year data confirms the anecdotal and observational evidence that our pupils in receipt of pupil premium funding make the same progress as their peers.
Pupil Premium students make the same or better social emotional progress as non-pupil premium students.	80% of pupil premium students will make social and emotional progress as recognised by the Boxall Profiling and through internal engagement data.	Observations of our pupils suggest that those in receipt of PP make progress at similar rates to other pupils. In individual cases where this is not seen to be so, issues beyond school’s role or ability to influence are judged to be key factors.

<p>Improved oral language skills, as well as increased vocabulary skills among our Pupil Premium students.</p>	<p>Speech and language assessments carried out by our speech and language assistance will show increased oral language skills for our disadvantaged pupils.</p>	<p>All students have SALT interventions as identified within their EHCPs.</p> <p>Strong links between teachers and therapists ensure that pupils' individual language needs are promoted in lessons and has been particularly effective in extending pupils' use of language and promoting progress in reading and writing.</p>
<p>To achieve and sustain improved wellbeing for all of our pupils.</p>	<p>This will be evident through:</p> <p>Increased attendance</p> <p>A decrease in behaviour incidents</p> <p>Increased progress in standardised measures of emotional development.</p> <p>Increased opportunities for and increased engagement in outdoor learning activities</p> <p>Answers provided in pupils and parents/carers questionnaire</p>	<p>Every child for whom ELSA is identified within their EHCP as well as others for whom school staff judge such an intervention would be beneficial has access to targeted interventions which utilise the ELSA model. As a result there is a measurable reduction in Level 3 behaviours.</p> <p>A lead teacher has been trained in Circle Time techniques and CT along with social skills has been implemented successful as a timetabled part of the curriculum. This supports our behaviour regulation policy.</p> <p>Pupils for whom social skills interventions are detailed within their EHCP have access to evidence-based programmes.</p> <p>Stakeholder questionnaires highlighted positive impact and improvements in social emotional wellbeing.</p>
<p>For the attendance of pupil premium students to be at the same level as our non-pupil premium students.</p>	<p>Sustained increased attendance. With the attendance gap between pupil premium students and non-pupil premium students being less than 1% for all</p>	<p>Our rewards system is robust and links well into the behaviour policy. We have seen improvements in behaviour and attendance across the school, but judge</p>

	pupils accessing full-time provision.	the rewards programme could be developed further to achieve greater buy-in from students.
For our Pupil Premium pupils to engage in experiences which allow them increased opportunities to capitalise on cultural experiences and/or experience outdoor activities in the natural world.	Our pupils will gain new experiences that they would otherwise not have the opportunity to access. This will in turn increase their engagement in literacy, as our TOPIC and Talk 4 Write literacy units are linked. It will also build trusting relationships between pupils and staff within school. Access to nature will improve mental health and well-being.	<p>A FS practitioner has been recruited to begin in June 2024. Observations have demonstrated very positive pupil engagement and given opportunities for some children who struggle within classroom-based learning to be successful and experience learning positively.</p> <p>A plan for staff to support pupils to access leisure activities outside school hours, though a very positive aspiration, this was found to be impractical. Instead weekly phone calls with parents have been utilised to highlight the opportunities with the local area.</p> <p>We are undertaking a review of the LA's local offer to be better able to signpost children individually on the basis of their interests</p>