# Pupil premium strategy statement

This statement details our school’s use of pupil premium (and recovery 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

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| **Detail** | **Data** |
| School name | North Star 82 |
| Number of pupils in school | 62 |
| Proportion (%) of pupil premium eligible pupils | 88% (June 24 78%) |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)** | 2024-27 |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | 30 April 2025 |
| Statement authorised by | Amanda Tapsfield |
| Pupil premium lead | Amanda Tapsfield |
| Governor / Trustee lead |  |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £68,080 |
| Recovery premium funding allocation this academic year |  |
| 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 | £68,080 |

**Part A: Pupil premium strategy plan**

**Statement of intent**

We are a primary specialist school in Bristol and provide an education for pupils with Education Health and Care plans with a primary need of SEMH and complex needs including those on the autistic spectrum. We provide a structured and safe learning environment with highly skilled staff who are able to ensure that all our children, despite their challenges, prior school experiences and attainment, can achieve and fulfil their potential.

We believe that with accurately identified specialist provision and additional support when required, all pupils can fulfil their potential, closing the gap between their attainment and age-related expectations, and supporting learners in meeting the aspirational outcomes identified in the Education Health and Care plans.

We are committed to raising pupil achievement across the planned curriculum and supporting the wider developmental learning needs of our pupils which include their engagement with learning, communication strategies, social interaction, mental health needs and independence. All pupils have personalised provision maps that, linking with their Education Health and Care plans, identify their short-term targets and the provision that is in place to support them to meet these. These provision maps also ensure that intervention activities are integrated with the wider curriculum and classroom teaching and ensure that interventions are directed to the pupils who are most in need. We invest the pupil premium income in providing additional support, staff training and resources to enable school staff to better meet our pupils diverse learning and developmental support needs.

We know that good teaching is the most important lever in improving outcomes for all of our pupils, especially those who are identified as disadvantaged and so we have a considerable investment in developing evidence-informed teaching and learning strategies. Alongside this we are ensuring that our investment in teaching assistants has the impact of improving outcomes by involving them in the development of teaching and learning whilst also developing their knowledge of trauma informed practice.

A number of pupils have specific barriers to progress and additional that are not met through their core provision, and so a proportion of the Pupil Premium funding is set aside to meet these needs as they arise. This may involve engaging additional agencies such as mentoring services or therapeutic interventions such as integrated therapy.

## Challenges

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

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| **Challenge number** | **Detail of challenge** |
| 1 | Levels of literacy, in particular reading; the majority of our disadvantaged pupils have a reading age well below their chronological age. |
| 2 | Speech, language and communication needs as identified in their Education, Health and Care plans. Baseline observations as well as formal assessments highlight that many of our pupils have under-developed oral language skills and large vocabulary gaps. This impacts their ability to access the curriculum. All of our students have some form of communication and interaction need as identified in their Education Health and Care plans |
| 3 | Levels of maths attainment; the majority of our disadvantaged pupils have gaps in their mathematical knowledge and skills and are working well below ARE. |
| 4 | Prior attainment; the majority of our pupils are working below ARE in all subjects. This is most noticeable in those who were not engaging in any formal learning while at ALP or who were on very reduced timetables at their previous school. |
| 5 | Attendance; the attendance of our disadvantaged pupils is below that of the other pupils. While the difference in attendance between those of our pupils attracting pupil premium funding and those who do not, is not statistically significant, our overall attendance figures are below national. |
| 6 | A wide range of social, emotional and mental health needs as identified through the Education, Health and Care plans and through safeguarding concerns. These difficulties can impact on children’s abilities to form friendships and read social interactions. This is turn can impact on children’s ability to access learning in lessons.  This is especially so for the youngest children who have missed significant nursery and pre-school education due to the pandemic. |
| 7 | Additional challenges in the home and community including deprivation and levels of parental engagement. Children can arrive at school not ready to learn. Many have little or no knowledge of healthy lifestyle or eating |
| 8 | At risk of becoming marginalised by society and disengaging from education.  The pandemic impacted on the well-being of all members of our school community and student, parent and staff surveys continue to identify a need to focus on positive mental health alongside academic progress. |

## 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.

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| **Intended outcome** | **Success criteria** |
| To increase levels of literacy, especially reading and for our PP pupils to make similar progress to their non-PP peers. | The gap between pupil’s reading age and chronological age is narrowed. |
| For pupil’s speech, language and communication needs to be met. | Speech and language assessments are completed with strategies shared with teaching and support staff. Evidence of strategies being used in the classroom. Pupils making progress in their speech, language and communication skills. This will be monitored through assessments carried out by the Speech and Language Therapist, the introduction of progression tools and speech and language strand of English assessments. |
| To increase levels of attainment in maths and for our PP pupils to make similar progress to their non-PP peers.. | The gap between pupil’s attainment and ARE is narrowed. |
| To ensure that disadvantaged pupils make progress towards closing the gap between attainment and ARE across the curriculum. | Our internal assessment data shows that pupils are making expected progress. Disadvantaged pupils’ attainment is at least in line with that of other pupils. |
| Attendance for PP students is closer to the national average and individual attendance is improved | Attendance of PP students is increased to be in line with their peers and when compared to the attendance on entry. |
| Individual pupil needs are identified and met in order for pupils to access the full curriculum.  This especially for the youngest children who have missed significant nursery and pre-school education. | Provision maps show that the needs of individual pupils are being addressed and pupils are meeting their short-term targets. A range of strategies and interventions are in place to support individual pupil needs.  Our new KS1 /play-based curriculum provision is successful in developing in our pupils the ability to play collaboratively and then to learn within a classroom. |
| Students have access to breakfasts and healthy snacks daily. Ingredients are provided so that they can participate fully in the food technology programme. | Students’ engagement in lessons is positively impacted through having their basic needs addressed. |
| To support the development and maintenance of children’s positive mental well-bring through developing our learning outside the classroom provision. | Improvements in pupils’ mental health and well-being is evidence through a reduction in serious incidents, improvements in peer relationships and an increase in time spent in the classroom focused on academic learning. |

## 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: £12,700

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Literacy focus – cost of literacy training and resources | **Little Wandle subscription & resources £2000**  **Cracking Comprehension subscription & resources £ 500**  **Resources & books £3500**  As is identified in the EEF guidance report, Improving Literacy in Key Stage 1, “Good literacy skills—the ability to read, write, and communicate confidently—are foundational to learning. They unlock access to all areas of the curriculum, enabling students to discover and pursue their individual talents and interests”  Both decoding (the ability to translate written words into the sounds of spoken language) and comprehension (the ability to understand the meaning of the language being read) skills are necessary for confident and competent reading, but neither is sufficient on its own.  Pupils’ writing can be improved by teaching them to plan and monitor their writing.  Children must develop fluency in these skills to the point that they have become automated. If children have to concentrate to ensure their transcription is accurate, they will be less able to think about the content of their writing.  These reasonably priced annual memberships will reduce teacher workload and ensure high quality and consistent teaching of phonics and early reading for all children in all classes. | 1, 2, 4, 5, 8 |
| ELKLAN speech and language training for support staff | **ELKLAN training £500**  Investing in professional development for teachers & teaching assistants to deliver structured interventions can be a  cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants and support staff.  ELKLAN training delivered by a member of the Trust central staff is a cost-effective way of ensuring all staff (teaching and support) have a robust understanding of the processes of language development. | 1, 2, 4, 8 |
| Maths focus – cost of maths training and resources | **White Rose Maths subscription £800**  **TT Rockstars subscription £400**  **Precision teaching resources £300**  As is identified in the EEF guidance report, Improving Mathematics in the Early Years and Key Stage 1, “Developing a sound understanding of mathematics when we are young is essential. Children’s early mathematical understanding is strongly associated with their later school achievement. It has, therefore, a major impact on young people’s educational progress and life outcomes”  Professional development should be used to raise the quality of practitioner’ knowledge of mathematics, of children’s mathematical development and of effective mathematical pedagogy. Developmental progressions show us how children typically learn mathematical concepts and can inform teaching.  Practitioners should be aware that developing a secure grasp of early mathematical ideas takes time, and specific skills may emerge in different orders.  The development of self-regulation and metacognitive skills are linked to successful learning in early mathematics. | 3, 8 |
| Diagnostic assessment materials | **Star Reader - £2,000**  **BNST - £550**  **Staff assessment release days (4 in a year) £1,200**  The use of standardised assessment tools enables a more precise diagnostic and remediation approach that is especially useful for our pupils who qualify for PP since they usually have ‘spiky’ profiles of understanding and attainment across core subjects. |  |
| Development of CPD portal | **Costs of cover to release subject leaders to create materials £1500**  High quality teaching and learning is known to have the greatest impact on student progress and so North Star Trust is developing a CPD portal to support the development of pedagogical skills in both teachers and support staff  The on-going development of the CPD portal will require release time for those writing the materials. | 1, 2, 3, 4, 8 |

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

Budgeted cost: £45,500

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Reading interventions  (50% funded out of Pupil Premium grant, 50% out of banding) | **Cost of a full-time HLTA to deliver 1to1 and small group literacy interventions – cost to PP grant £14,000**  Our assessment data shows that there is a need to raise the level of reading for the vast majority of our pupils. The EEF identify reading comprehension strategies as high impact but caution that, “Supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral  language approaches …. careful diagnosis of the reasons why an individual pupil is struggling should guide the choice of intervention strategies.”  The needs of all of our pupils are carefully assessed and a range of support and intervention put in place as appropriate. | 1,2, 4, 8 |
| Speech and language interventions.  (50% funded out of Pupil Premium grant, 50% out of banding) | **Cost of a full-time HLTA to deliver SALT interventions – cost to PP grant £14,000**  The EEF have identified that overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress).  Our approach uses a highly trained HLTA who is supported by a Speech and Language Therapist and a number of studies show the benefits of trained teaching assistants effectively supporting both oral language skills and reading outcomes. | 1, 2, 4, 8 |

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| Social Skills/ ELSA Interventions  (50% from Pupil Premium grant with the remainder from banding) | **Cost of a full-time HLTA to deliver 1to1 ESSA interventions – cost to PP grant £14,000**  Well-developed social interaction skills are critical for developing positive self-esteem, building relationships, taking turns, conflict resolution and ultimately for acceptance into society.  Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self- management of emotions, rather than focusing directly on the academic or cognitive elements of learning.  SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.  Whilst social skills interventions are tackled at school-level, we will tackle this through more specialised  programmes which use elements of  SEL and are targeted at students with particular social or emotional needs | 2, 5, 6, 7, 8 |
| Play-based curriculum provision for a new cohort of younger pupils (50% from PP grant and the rest from banding allocations) | **Set-up costs and resources for the new KS1 /play-based curriculum base including an outdoor play space - £3,500**  Increasingly pupils who qualify for PP are arriving in schools with limited play skills, impacting their ability to engage in classroom activities and learning. This is the cohort who missed a lot of nursery and pre-school experience due to the pandemic and this is now impacting the development of their social as well as their learning skills. We are receiving increasing consults for KS1 pupils and have set up this department in the school to better address these needs. |  |

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

Budgeted cost: £9,500

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Enrichment curriculum and Cultural capital visits | **Budgetary allocation for visits and visitors additional to those funded through the curriculum budget £1500**  Evidence suggests that the cultural capital passed on through families helps children to do better in school. The education system values the knowledge and ways of thinking developed by acquiring cultural capital, both abstract and formal. As adults, cultural capital helps individuals to network with other adults who have a similar body of knowledge and experiences, and who in turn control access to high-paying professions and prestigious leadership roles, for example in government.  Studies by organisations such as the Sutton Trust have probed this issue of how types of education and family background confer advantages on some children. The report Parent Power shows how wealthy parents buy in extra schooling (including in arts subjects) to push their children ahead of their peers in exams and to secure entry to more prestigious schools and universities. Projects such as The Class Ceiling have shown how recruitment into top professions, including banking and law, is made easier by the level of cultural capital of the applicants.  We have been fortunate enough to secure support from the local coordinator for Historical England to advise on extending our cultural offer to our pupils. | 6,7,8 |

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| Attendance Support Strategy | **One day per week from the Trust’s families support worker - £6,000**  Attendance is a key development for the school. As part of our attendance strategy, we want to build respectful relationships with pupils and families where attendance is a cause for concern. Part of this is developing personalised attendance plans through communicating openly and honestly with pupils and families about their expectations to improve school attendance. Linked in with this strategy is to liaise with other agencies working with pupils and their families to support attendance.  Our families’ support worker will undertake regular welfare checks on absentee pupils and facilitate re-integration programmes for them | 5 |
| Specialist, individualised provision for those identified as previously looked after or in a kinship arrangement or for those with specific barriers to progress and additional needs that are not met through their core provision. | The needs of vulnerable students are met and support is available for the family where needed. This funding allocation allows the school to respond to identified needs of individuals as they arise and provide support such as mentoring, work experience and therapeutic interventions. EEF suggests that individualised instruction gives moderate impact for very low cost  however the data is based on secondary schools and so the findings are not easily transferable to our setting.  These pupils benefit from support from our ESSA practitioner and from our families’ support worker (costs reference above) | 5, 6 |
| Specialist, individualised provision for CiC | The needs of vulnerable students are met and support is available for the family where needed. This funding allocation allows the school to respond to identified needs of individuals as they arise and provide support such as mentoring, work experience and therapeutic interventions. EEF suggests that Individualised instruction gives moderate impact for very low cost however the data is based on secondary schools and so the findings are not easily transferable to our setting.  These pupils benefit from support from our ESSA practitioner and from our families’ support worker (costs reference above) | 6,7,8 |
| Specialist resources and equipment such as sensory resources and ear defenders. | **Purchase of sensory resources £2,000**  The goal of the fiddle toys is to help focus attention and improve learning ability and the research indicates that some children learn better when their hands are active and funnelling  expandable energy in this manner  allows them to better focus on what  they are trying to learn.  According to Flushing Hospital  Medical Centre, in a recent case  study, the positive effects of fidget  toys were observed. The result was a  10% increase in certain academic  scores among students who used  fidget toys. Even more impressive  was that students diagnosed with  ADHD saw an increase of 27% in the  academic scores. The study  concludes that the use of fidget toys  can benefit the learning process in all  students but especially in those with  learning disabilities.  In addition to the improved learning  benefits, fidget toys can also reduce  anxiety and stress, enhance dexterity,  improve coordination and fine motor skills and assist in the development of muscles of small hands. | 6 |

### Total budgeted cost: £67,700

**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 2024 to 2025 academic year.

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| **Intended outcome** | **Progress to Jan 2025** |
| To increase levels of literacy, especially reading and for our PP pupils to make similar progress to their non-PP peers. |  |
| For pupil’s speech, language and communication needs to be met. |  |
| To increase levels of attainment in maths and for our PP pupils to make similar progress to their non-PP peers. |  |
| To ensure that disadvantaged pupils make progress towards closing the gap between attainment and ARE across the curriculum. |  |
| Attendance for PP students is closer to the national average and individual attendance is improved |  |
| Individual pupil needs are identified and met in order for pupils to access the full curriculum. This especially for the youngest children who have missed significant nursery and pre-school education. |  |
| Students have access to breakfasts and healthy snacks daily. Ingredients are provided so that they can participate fully in the food technology programme. |  |
| To support the development and maintenance of children’s positive mental well-bring through developing our learning outside the classroom provision. |  |

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## 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*

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| **Programme** | **Provider** |
| Mentoring |  |
| Mentoring and outdoor education |  |
| Employability skills and work experience |  |
| Construction and work experience |  |
| Integrated Therapy | Play Therapy – Mollie Gallear |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| **Measure** | **Details** |
| How did you spend your service pupil premium allocation last academic year? | Not applicable |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A |

# Further information (optional)

As we know that the quality of teaching has single biggest impact on progress, particularly of disadvantaged pupils and that the research shows that the greatest impact on student learning comes from meaningful feedback to improve classroom teaching. We are developing a staff CPD curriculum linking input around evidence- informed teaching and learning, the deployment of teaching assistants and the findings from our monitoring and evaluation. As Dylan Wiliam states, *“Every teacher needs to improve, not because they are not good enough, but because they can be even better”.*

At North Star 82° we meet students’ needs with specific targeted interventions, *ad hoc* support for pupils and a whole school approach. As identified in the EEF toolkit, interventions which target social and emotional learning (SEL) seek to improve pupils’ interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment.

Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important.

Our curriculum has been designed to meet the learning needs of our pupils with carefully planned sequential learning, learning to mastery, guided practice and recall. We have a carefully planned balance of practical learning, core subjects and enrichment and track the progress of our pupils, identifying and rectifying any gaps in learning. This approach is key to enabling them to make progress as many of our pupils arrive with low starting points and significant gaps in their knowledge and understanding.

The EEF toolkit states that, “phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an aver- age impact of an additional four months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. For older readers who are still struggling to develop reading skills, phonics approaches may be less successful than other approaches such as reading comprehension strategies and meta-cognition and self-regulation. The toolkit also states that “qualified teachers tend to get better results when delivering phonics interventions (up to twice the effectiveness of other staff), indicating that pedagogical expertise is a key component of successful teaching of early reading.” For this reason, all of our teaching assistants are engaging in developing their pedagogical expertise through our CPD. Running alongside the phonics teaching we have a focus on the pupils understanding text through an explicit teaching of reading comprehension strategies. As the EEF toolkit states, “alongside phonics, it is a crucial component of early reading instruction” and so is of high importance for many of our pupils as it enables them to develop the reading skills to comprehend the meaning of what they read. Reading comprehension strategies are high impact on average (+6 months).