

## 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 240°
Number of pupils in school	80
Proportion (%) of pupil premium eligible pupils	62 Students (78%)
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	13th December
Date on which it will be reviewed	Interim review March 2022, yearly review September 2022
Statement authorised by	Jo Grayson
Pupil premium lead	Andy Gowell
Governor / Trustee lead	Nicola Moat

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,300
Recovery premium funding allocation this academic year	£17,400
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	£74,700

# Part A: Pupil premium strategy plan

## Statement of intent

At North Star 240° we aim to ensure the gap being narrowed is supporting learners in meeting the aspirational aims identified in the Education Health and Care plans for each learner.

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 needs 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.

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.

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 disadvantaged pupils are working below ARE.
5	Attendance; the attendance of our disadvantaged pupils is below that of the other pupils.
6	A wide range of social, emotional and mental health needs as identified through the Education, Health and Care plans and through safeguarding concerns.
7	Additional challenges in the home and community including deprivation and levels of parental engagement.
8	At risk of becoming marginalised by society and ending up NEET.

## 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 increase levels of literacy, especially reading.	The gap between pupil's reading age and chronological age is narrowed.
To ensure that disadvantaged pupils make progress in line with expectations.	Our internal assessment data shows that pupils are making expected progress. Disadvantaged pupils' attainment is at least in line with that of other pupils.
To increase levels of attainment in maths.	The gap between pupil's attainment and ARE 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.
All teaching and support staff to be engaged in developing their teaching practice using evidence-informed models,	We will have achieved the Thinking School status and all teaching takes an explicit, evidence informed, whole school

<p>in line with working towards coming a Thinking School.</p>	<p>approach to developing pupils' cognitive capability and intelligent learning behaviours. Deep Dives show evidence-informed teaching practice, teachers are confident about the development of their own practice, pupils' progress is in line with expectations.</p>
<p>Increased attendance.</p>	<p>Disadvantaged pupil attendance is at least in line with that of other pupils and is above 90%</p>
<p>Individual pupil needs are identified and met in order for pupils to access the full curriculum.</p>	<p>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.</p>
<p>To prepare students for adulthood and reduce the chance of them becoming NEET</p>	<p>All students are in education, employment or training post 16.</p>

## 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: £17,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To achieve the Thinking School accreditation. £7000.00</p>	<p>Thinking Schools show outstanding outcomes. Pupil progress is 10 months higher than at equivalent schools and grade attainment is subsequently better. At Thinking Schools, disadvantaged learners perform above national averages and inspectorate judgements improve - an effective use of Pupil Premium. Pupil attendance, teacher engagement, retention and recruitment can also be shown to benefit.</p>	<p>1, 2, 3, 4 and 8.</p>
<p>Maths Mastery training for all staff £5000.00</p>	<p>The research commissioned NCETM reported that mastery teaching of maths is having a significant, positive impact at a number of levels. Teachers are becoming more knowledgeable about, and skilled at, their craft; classroom practice is changing in ways designed to help pupils develop deeper understanding; and there are encouraging signs that pupils are learning maths more securely.</p> <p>Relating specifically to KS3, a Fischer Family Trust (FFT) Education Datalab impact report found conclusive evidence to show that the Maths Mastery programme had a positive impact on helping to lift GCSE grades. It estimated that schools using the programme saw students achieve one month of additional progress. In other words, they</p>	<p>3, 4, 8</p>

	<p>progressed by around one eighth of a grade further.</p> <p>Another study run by Education Endowment Foundation (EEF) drew similar conclusions. It found that students made an average of one months' additional progress after one year on the programme.</p>	
<p>Speech and language support for teaching and learning £1,500</p>	<p>The school has identified that the majority of pupils have areas of need around speech, language and communication and so support is in place for teachers and teaching assistants to address these needs as part of the quality first teaching. The use of the use of purposeful, curriculum-focused, dialogue and interaction can be seen as part of the oral language intervention and as identified by the EEF 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.</p>	1, 2, 4, 8
<p>ELKLAN speech and language training for support staff £3,500</p>	<p>Investing in professional development for 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.</p>	1, 2, 4, 8

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

Budgeted cost: £37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one intervention for numeracy and literacy. £10,000 (50% funded out of Pupil Premium grant, 50% out of banding)</p>	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p>	<p>1,2, 3, 4, 8</p>
<p>Speech and language interventions. £12,000</p>	<p>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.</p>	<p>1, 2, 4, 8</p>

<p>Reading interventions £10,000 (50% funded out of Pupil Premium grant, 50% out of banding)</p>	<p>Our assessment data shows that there is a need to raise the level of reading for many of our pupils with average reading age of 8 across the school. 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.</p>	<p>1,2, 4, 8</p>
<p>Social Skills Interventions £5,000 (25% from Pupil Premium grant with the remainder from banding)</p>	<p>Well-developed social interaction skills are critical for developing positive self-esteem, building relationships, taking turns, conflict resolution and ultimately for acceptance into society.</p> <p>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.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>Whilst social skills interventions are tackled at school-level, we will tackle this through more specialised programmes which use elements of</p>	

	SEL and are targeted at students with particular social or emotional needs.	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £20,700

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Enrichment curriculum and Cultural capital visits £6500</p>	<p>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.</p> <p>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.</p>	<p>6,7,8</p>

<p>Attendance Support Strategy 7000.00</p>	<p>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.</p>	<p>5</p>
<p>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. £5,700</p>	<p>The needs of vulnerable students are met and support is available for the family where needed. This funding allocation allows the Academy 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.</p>	<p>5, 6</p>
<p>Specialist resources and equipment such as sensory resources and ear defenders. £1,500</p>	<p>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.</p> <p>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</p>	<p>6</p>

	<p>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.</p> <p>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.</p>	
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**Total budgeted cost: £74,700**

## 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 2020 to 2021 academic year.

#### **1. Students will be motivated to regularly engage in reading activities.**

Many of our students at North Star 240° do not have sufficient reading skills to fully access the curriculum and in December 2020 the average reading age was 9 years 6 months.

In order to improve the reading skills of our students and enable fuller access to the curriculum a number of strategies have been adopted. Accelerated Reader has been introduced to assess and monitor students' needs and progress. This programme has also allowed us to track the amount students are reading and check their comprehension.

Time has been set aside specifically for reading in KS3 four times a week for twenty minutes. In KS4, time was allocated once a week during Wednesday tutor time. All KS3 classrooms have complex speed sounds charts on display to support students phonetic understanding.

For our KS4 students Game Changers was introduced to engage students with reading further as well as teaching them vital comprehension skills. Training has been delivered throughout the year so that staff have the knowledge to support all students with their reading.

The average reading age for the whole school has increased by exactly 12 months over the academic year.

#### **2. Improve the wellbeing and emotional support for those who require a therapeutic approach**

From comparing the wellbeing data from Term 4 with Term 6, it is safe to make the assumption that additional interventions, over and above the core curriculum offer, have a positive impact on wellbeing. However, analysing the data has demonstrated a number of things, namely wellbeing gaps for students from specific groups and the difference in efficacy of certain interventions.

#### **Notable data trends:**

The general wellbeing score for students has improved across the Academy. Term 4, pupil premium students had a score that was 15% higher than that of non-pupil

premium students, with a higher score demonstrating lower overall wellbeing. Furthermore, this gap has almost doubled in over the two terms.

KS4 students have lower wellbeing overall.

Girls seem to have a higher wellbeing score than boys.

Students with less than band 4 funding, wellbeing scores are falling.

Sensory art and gardening had the most positive impact compared to other interventions.

As a result of the analysis we are targeting KS4 boys and disadvantaged students and expanding our use of sensory art and gardening and our enrichment offer.

### **3. To develop outcomes in numeracy and Literacy**

Each student Identified as needing targeted support receive 1:1 intervention. In KS3 students receive two 25 minutes one to one sessions with the Reading Intervention Support Assistant each week. Students in KS4 receive one 50minute session each week. Each student has specific targets they are working on with the overall aim of improving their reading fluency and comprehension.

For those students who require phonics teaching this is included in these sessions. Two groups from KS4 were created to embark on the Game Changers programme, however this was only successful for one group as poor attendance hindered the progress of the second group.

The average reading age for students receiving a form of intervention throughout the year increased by one year and two months. Students receiving intervention on average are scoring higher in their book quizzes than those who do not. This indicates that intervention students are showing a better level of comprehension and understanding than the wider school.

### **4. To improve exam outcomes at KS4 in English and Maths**

Due to poor attendance, not all our students, year 11s in particular, were able to access the additional academic support. In term 3 when attendance became statutory, we targeted additional support to ensure all year 11 students had the required body of evidence to support reliable TAG.

Those students that accessed entry level and functional skills English and maths were still required to sit exams and controlled assessments, externally moderated by exam boards. Those who access the 1-1 support achieved a pass in both English and Maths.

### **5. To improve whole school attendance, particularly in KS4.**

Attendance is an overall area for development which has been exacerbated by Covid. There has been an increase in unauthorised attendance. Impacting our overall attendance figures. Through conversations with parents this is largely down to Covid fears, parents are choosing to keep their children home despite DfE guidance that all must attend. Next year we have identified the need for an attendance and wellbeing lead that will be over seeing the role of attendance in more detail. Part of our strategy will be implementing an attendance reward system to promote positive attendance. There has been a policy review that supports the quicker and wider use of individual support plans that includes swift escalation to EWO.

## 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
Mentoring	Impact Mentoring Education First Empire fighting chance St Giles Trust
Mentoring and outdoor education	Urban Pursuits
Employability skills and work experience	Bristol Works Sixteen-When I grow up
Construction and work experience	Rocksteady
Integrated Therapy	NAOS

## 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?	Not applicable
What was the impact of that spending on service pupil premium eligible pupils?	

## 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 William states, *“Every teacher needs to improve, not because they are not good enough, but because they can be even better”*.

At North Star 240° 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 vocational 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 average 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 difference may indicate that children aged 10 or above who have not succeeded using phonics approaches previously require a different approach, or that these students have other difficulties related to vocabulary and comprehension which phonics does not target.” We have a phonics programme that is taught to selected secondary pupils, however, we assess its use carefully and, use a different approach with some pupils if that is more appropriate. 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).

We have a comprehensive careers education programme in place and opportunities for vocational learning and work experience. We have strong links with other local providers and offer additional support to pupils as they move into work and college.