

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	75
Proportion (%) of pupil premium eligible pupils	62 Students (81%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021 to 2024 (3-year plan)
Date this statement was published	13th December, updated October 2022
Date on which it will be reviewed	Interim review March 2023, yearly review October 2023
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	£61,070
Recovery premium funding allocation this academic year	£41,400
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	£102,470

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 and a deep knowledge of the science of learning	We will have achieved the Thinking School status and all teaching takes an explicit, evidence informed, whole school 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. Teaching asistant deployment is in line with evidenced based best practice.
Increased attendance.	Disadvantaged pupil attendance is at least in line with that of other pupils and is above 90%
Individual pupil needs are identified and met in order for pupils to access the full curriculum.	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.
To prepare students for adulthood and reduce the chance of them becoming NEET	All students are in education, employment or training post 16.

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: £3017

Activity	Evidence that supports this approach	Challenge number(s) addressed
To achieve the Thinking School accreditation. Costs covered by previous year's budget.	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.	1, 2, 3, 4 and 8.
ELKLAN speech and language training for support staff £292	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.	1, 2, 4, 8
Staff CPD on science of learning £400	High quality teaching and learning is known to have the greatest impact on student progress and so North Star 240 has developed a CPD curriculum that draws on current best practice around pedagogy and assessment to ensure that all teaching staff are developing an evidence informed approach to their practice	1, 2, 3, 4, 8
Development of CPD portal £2,325	High quality teaching and learning is known to have the greatest impact on student progress and so North Star 240 is developing a CPD portal to	1, 2, 3, 4, 8

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

Budgeted cost: £42,728

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and language interventions. £17,149 (50% funded out of Pupil Premium grant, 50% out of banding)</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 £11,542 (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 £14,037 (50% 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>	<p>2, 5, 6, 7, 8</p>

	SEL and are targeted at students with particular social or emotional needs.	
--	---	--

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

Budgeted cost: £56,725

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment curriculum and Cultural capital visits £1,000	<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>	6,7,8

<p>Attendance Support Strategy £24,625</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>This strategy includes the employment of 2 members of staff, one to work with students in their homes with the aim of re-engaging them in their learning and the other to provide remote learning for those students who are unable to attend on-site.</p>	<p>5</p>
<p>Mendip/Horfield House provision Contribution of £20,000</p>	<p>The Horfield House/Mendip project provides an intensive level of support for students with the aim of reintegration for KS3 students and the gaining of functional skills and work place skills for KS4 students. The reintegration plan for KS3 students involves the support of key adults to work with the students both on site and in their off-site provision.</p>	<p>1, 2, 3, 4, 5, 6, 7, 8</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</p>	<p>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</p>	<p>5, 6</p>

<p>through their core provision. £5,700</p>	<p>secondary schools and so the findings are not easily transferable to our setting.</p>	
<p>Specialist, individualised provision for CiC £3,900</p>	<p>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.</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 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</p>	<p>6</p>

	skills and assist in the development of muscles of small hands.	
--	---	--

Total budgeted cost: £102,470

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.

Intended outcome	Progress to Sept 2022
<p>To increase levels of literacy, especially reading.</p>	<p>Accelerated reader is now fully embedded in KS3, within the classroom and as a planned intervention based on the use of baseline data. All staff are being trained in reading and phonics (sept 2022).</p> <p>Whilst there has been progress in KS4, accelerated reader isn't as consistent, however those who have been identified as working below chronological receive targeted interventions.</p> <p>Overall, the interventions had a good impact on reading age according to STAR reader assessments completed at the end of the term. Every student eligible for PP funding bar 1 who had intervention made progress</p> <p>Some major improvements were Student A 2 years, Student B 1 year 5 months, Student C 1 year 6 months, Student D 1 year 9 months, and Student E 3 years 8 months.</p> <p>1 KS3 PP student without intervention regressed over the year however he is already very strong reader and was perhaps less motivated than his peers to do well in the assessment. 2 KS4 students regressed over the year but there are questions around the accuracy of their results</p>
<p>To ensure that disadvantaged pupils make progress in line with expectations.</p>	<p>Exam Outcomes-English and vocational options. -PP English-9 out of the 9 students achieved an English Qualification.</p> <p>- PP Vocational Subjects: 4 out of the 9 students with PP achieved at least 2 vocational/Additional qualifications.</p>

	<p>English KS3 Term 6 Outcomes There were 33 out of 41 students in KS3 were eligible for PP. -14 students out of 33 (44%) were on or above target in reading. Of the 19 students that did not achieve their target level, 17 here slightly behind target. -12 students out of 33 (36%) were on or above target in writing. Of the 21 students that did not achieve their target grade 19 were only slightly behind target, 1 fine level.</p> <p>English KS4 Term 6 Outcomes There were 25 out of 28 students in KS4 were eligible for PP in KS4. -10 out of 25 students (40%) of KS4 PP students were on or above target in English. The 15 students that did not achieve his target level were just slightly below target (1 fine level)</p>
<p>To increase levels of attainment in maths.</p>	<p>Exam Outcomes -PP Maths- 9 out of the 9 students achieved a Maths qualification. Term 6 Outcomes. 13 out of 55 students (27%) were on or above target in Maths. Out of the 42 students below target, 34 were on slightly below target, 1 fine level.</p>
<p>For pupil's speech, language and communication needs to be met.</p>	<p>Pupils speech, language and communication skills were completed when students started at North Star 240° and annually for those students with identified speech, language and communication needs. Results of the assessments and appropriate strategies are shared with teaching and support staff. Support staff have also received ELKLAN training to implement support strategies within the classroom. There have been difficulties with the availability of progression tools so progress has been monitored using the Clinical Evaluation of Language Fundamentals 5th UK edition (CELF5^{UK}) alongside the speech and language strands of English assessments. All pupils except three have made progress with their speech, language and communication skills. Two of these students have low school attendance which is likely to have impacted on their progress. The third student has speech, language and communication difficulties associated with a global developmental delay and the gap is widening between his speech, language and communication skills and those of his peers.</p>
<p>All teaching and support staff to be engaged in developing their teaching practice using evidence-informed models, in</p>	<p>All staff have received Thinking School training and the school is on the journey to becoming accredited and embedding this learning into our practice. Additional training on this, the science of learning and assessment for learning</p>

line with working towards coming a Thinking School.	is planned for this academic year. We will expect to see an impact on practice as the year progresses.
Increased attendance.	Attendance remains a significant challenge and development priority for the school. Pupil premium students' attendance was 3.7% below that of the whole school attendance figure and below that of non-pupil premium students for the academic year 2021-2022.
Individual pupil needs are identified and met in order for pupils to access the full curriculum.	<p>Every student in the school has a provision map that states any Wave 2 and 3 provision required to meet their need. These were mapped and put in place to ensure that all students were having the provision in their EHCP met. Short term targets were generated on the graduated response and the impact was reported on these targets each term. Further to this, there were additional interventions put in place where a need was identified, but the provision was not currently on the EHCP.</p> <p>Whilst there currently is not any quantitative data for last year due to new systems such as SNAP B not having long enough to run, the impact for individual students can be seen through qualitative data on the PPMs where they are achieving short term targets. EHCP outcomes on their tracker have been going from red, to either yellow or green on our RAG rating system which indicates progress made against their Key Stage targets. Student voice has showed how positive and valued interventions are to them and that it increases their self esteem and confidence in that particular area.</p> <p>Areas of particular strength for interventions last year were reading, ESSA and SaLT.</p>
To prepare students for adulthood and reduce the chance of them becoming NEET	<p>73% are in EET</p> <p>27% are NEET and will work with CYN</p> <p>Strategic careers plan in place and ratified by Governors. Multiple work places visits and encounters with employers for all year groups. Post 16 destinations were checked and finalised. Very positive feedback from school improvement partner on the current provision and plans for the future and further development. The school have gained another year working with Bristol WORKS as well as securing a L6 Careers advisor. Job of the week was piloted and the feedback from staff and students was strong. Year 10 and 11 had a talk from the West of England Careers HUB surrounding Independent Training Providers at post 16,</p>

	showing them a different option to College. COBC continued to come to annual reviews.
--	---

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.