

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	Jan 2024
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 develop- mental 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%

<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: £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.	
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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 secondary schools and so the</p>	<p>5, 6</p>

<p>through their core provision. £5,700</p>	<p>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>6,7,8</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</p>	<p>6</p>

	anxiety and stress, enhance dexterity, improve coordination and fine motor skills and assist in the development of muscles of small hands.	
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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 2022 to 2023 academic year.

Intended outcome	Progress to Jan 2024
To increase levels of literacy, especially reading	<p>All students access daily reading intervention using Accelerated Reader. This has been well received by students and some are making rapid progress without intervention.</p> <p>A qualified teacher is employed to provide 1-1 reading intervention for identified students. 17 students had further intervention twice or three times a week. Some students have been identified as needing urgent intervention based on low reading ages based on Star reading diagnostic reports. Each student completes a baseline and progress is measured after 2 terms. This has shown that generally most students are making moderate progress. Some students who have regressed are picked up by class tutors and monitored by the reading intervention teacher. Individualised approaches such as liaison with the ESSA are formulated. One student has made 12 months progress in two short terms. Another has made 2 years progress over one academic year.</p> <p>5 students receive phonics interventions. The reading intervention teacher has had the RWI Fresh Start training. Students with a reading age of 8 year or less are targeted for this. The reading intervention teacher has picked up 5 students through this. Regular phonics assessment shows that all students who attend are making rapid progress. All staff have had phonics training. Tutors display the complex speed sounds in all classes and use these to support reading. There is an increased awareness of phonics knowledge in the staff. There is now a cross curricular approach to phonics and spelling. This has been evidenced in lesson observations.</p>

<p>To ensure that disadvantaged pupils make progress in line with expectations.</p>	<p>In Maths 70% of PP students made expected progress in KS4 compared to 76% of all students in KS4. In KS3 62% of PP students made expected progress compared to 56% of all students in KS3.</p> <p>In KS4 English 79% of PP students made expected progress compared to 76% overall. In KS3 Reading 62% of PP students made expected progress compared to 69% of all students in KS3. In KS3 Writing 51% of PP students made expected progress compared to 51% of all KS3 students.</p> <p>In KS4 the average qualification count for all students was 5.4. Pupil premium students (6) averaged 5 qualifications. Overall students gained 4.9 GCSE equivalent qualifications with pupil premium students gaining 4 GCSEs. 2 pupil premium students gained a grade 4 in English.</p> <p>There is still more work to be done to ensure those PP students making progress in line with expectations then go on to achieve during KS4 qualifications.</p> <p>Students who are not making progress in line with expectations have support and/or interventions put in place to address this.</p>
<p>To increase levels of attainment in maths.</p>	<p>During tutor time all staff ask pupils to complete times table fluency activities. Rewards are given for completing these. 70% of PP students made expected progress in KS4 compared to 76% of all students in KS4. In KS3 62% of PP students made expected progress compared to 56% of all students in KS3. There is a disparity between KS3 and KS4, which is being addressed by the implementation of the White Rose maths scheme which replaced the maths mastery approach. White Rose is more appealing to students. It is more accessible as there is more structure and allows the staff to support students appropriately. It breaks learning into small steps and allows for easily differentiated tasks.</p>
<p>For pupil's speech, language and communication needs to be met.</p>	<p>A SALT HLTA has been employed. He carries out 1-1 interventions as directed by the SALT. An intervention timetable runs for 24 students in KS3 and a regular timetable of termly monitoring and advice for KS4 students.</p> <p>The HLTA carries out bespoke programs as devised by the SALT. All students who have SLCN have formal annual assessment of needs and this assessment shows that students make above expected progress with their SLCN. ELKLAN training has taken place for all support staff. This is monitored through the GAP process during communication learning walks. Staff have a better understanding of pupils SLCN and adaptations required of the curriculum. The</p>

	<p>majority of pupils who attend have made progress with their needs.</p>
<p>All teaching and support staff to be engaged in developing their teaching practice using evidence-informed models, in line with working towards coming a Thinking School.</p>	<p>CPD to support teaching staff has been implemented. Teaching staff and support staff have received a programme of training on the science of learning. This has helped them to reflect on lesson design and implementation. This work is ongoing. Teachers are now observed implementing Rosenshine's principles within their planning and teaching. It is anticipated that this will lead to increased progress. LSAs also receive regular weekly training to support them in their role. This has included ELKLAN training, ESSA and training from the hub team. They have also received English, reading and Maths training.</p>
<p>Increased attendance.</p>	<p>Whole school attendance is a continuing challenge and remains a development priority for the school (2.1 SDP). The school has a family support worker who supports pupils to get to school. Pupil premium student attendance is 1.9% below (62.1%) the whole school attendance figure (64%) for 23-24. Fortnightly meetings raise students of concern with follow up actions. These actions have included SLT contact, home visits and support from ESSA and FSW to bring students into school. For some students bespoke timetable arrangements have been formulated. This has meant some students who previously did not engage at all have now increased their attendance and have a better relationships with school staff as trusted adults. This has ensured that safeguarding of students has been in place.</p>
<p>Individual pupil needs are identified and met in order for pupils to access the full curriculum.</p>	<p>Individualised provisions are arranged through PPMs. A Social Thinking intervention has been purchased and delivered in KS3/4. Talkabout for teenagers and Talkabout is delivered during tutor time as a reactive resource when issues arise and is also used proactively as part of PSHE curriculum. The ESSA works with students on their social and emotional skills. She works with 25 students. Some are planned weekly sessions but some students have proactive and reactive sessions depending on situations which arise. For each student the ESSA undertakes a qualitative assessment to identify areas to work on. The ESSA completes PPMS for each student. For one student self-confidence, self-esteem and resilience has increased. He is now happier and more</p>

confident in school. Another pupil shows more emotional resilience. Another pupil has attended all sessions, learned about the importance of having a positive mindset and being resilient. He has improved both at home and in school being able to manage his anger.

The ESSA has identified that the use of the 5 point scale is an area for improvement. She has also been concerned that there is limited impact of social skills interventions for those who do not attend regularly

Two pupils were identified as needing extra support and are accessing play therapy once a week through an external provider.

Lego Therapy training has been delivered to our Neuro Linguistic Practitioner. He is now planning delivery for identified students.

Boxhall profiles are being used for all students at the beginning and end of year for pre and post intervention. Edukey Provision map has been purchased to streamline support and QA interventions. Staff are now more confident in supporting anxiety needs and in identifying needs and putting in place the correct interventions to support students.

Specialised Individualised provision – One student was identified as requiring additional withdrawal interventions for literacy and numeracy. The identified aim is to make accelerated progress in reading, he is seen twice a week. Working on phonics and reading. He is accessing a weekly intervention for numeracy. The Sumdog numeracy App has been purchased for 30 users to support and monitor progress.

CiC – Each CiC student accesses increased support through Pupil Premium Plus. This year support has been given for staff working with one pupil in using classroom strategies to support and accept feedback, resources to develop handwriting and sessions to recognise feelings using the 5 point scale. This has involved extra support from the LSA in class and time spent developing trust with adults, along with ESSA sessions. This student is now able to access a secondary curriculum in class.

For another student funding has been used to resource a bespoke timetable in school with LSA support and time with an ALP to motivate through interests. This student is now able to engage positively with school.

Another student's funding has secured LSA time to work 1-1 on a visual rewards scheme, recognising personal space,

	<p>recognising anxiety and withdrawal support when the student is finding the classroom challenging. Support is also provided by the ESSA. This student now accesses the class successfully, where previously minor issues would cause severe escalations.</p> <p>Specialist resources to support student's sensory needs have been purchased. Hearing loops are used across the school to support those with issues with sensory overload. Fidget toys and chewies have been purchased for some students to support engagement in lessons. This has led to one KS4 student accessing lessons in a much better way, without disruption to the learning.</p>
<p>To prepare students for adulthood and reduce the chance of them becoming NEET</p>	<p>Destination data for the 22-23 academic year shows that 14/16 students are successfully enrolled on post-16 courses. The two students who have not had significant attendance issues. Students have enrolled on courses ranging from Entry level pathways to employment courses to Level 2/3 construction and public services courses.</p> <p>We continued to work with Socius and Bristol Works, with a number of students from KS3 and KS4 collaborating with them in a planning session to generate ideas for the garden project. Ideas for the project were presented to the school in an assembly.</p> <p>Students continued to make applications for post 16 courses, with support from school staff and our L6 careers advisor. KS4 students have visited a number of post 16 establishments to understand provision and facilities available including South Bristol Skills Centre and City of Bristol College Green sites.</p> <p>To supplement skills learnt in school, KS4 students have had the opportunity to gain valuable vocational skills with visits from professionals including barbers and hospitality. In addition, students have visited local businesses including Brewhouse Kitchen and Mollies Diner to learn about work-based skills and experience.</p> <p>In term 6, year 10 students received bespoke 1-1 careers advisor appointments with our L6 careers advisor. Sessions continued with Socius and Bristol Works to develop our garden project.</p> <p>Gatsby Benchmark data:</p> <ul style="list-style-type: none"> 1- 100% 2- 100% 3- 72% - Students and parents/cares to have access to Careers pilot

	<p>4- 100%</p> <p>5- 100%</p> <p>6- 100%</p> <p>7- 100%</p> <p>8- 100%</p> <p>In addition to this a range of trips have taken place to local Bristol based visitor attractions including Berkeley Castle, The Aerospace Museum, Bristol Blue Glass trip, Noah's Ark, The Clifton Suspension Bridge, M Shed and Blaise Museum. This gave students experiences they may not have otherwise had which will help them find opportunities in the future.</p>
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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

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 re-quire 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.

