

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	North Star 82°
Number of pupils in school	46
Proportion (%) of pupil premium eligible pupils	36 pupils - 78%
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	December 2021
Date on which it will be reviewed	September 2021
Statement authorised by	
Pupil premium lead	Wendy Yeo
Governor / Trustee lead	Sally Clark

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,420 (36 pupils eligible - £955 per pupil) LAC PP – school will receive £1950 for each child in care provided
Recovery premium funding allocation this academic year	£10,440
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	£58,860

Part A: Pupil premium strategy plan

Statement of intent

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

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

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

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

Our context

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

Our objectives

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

To achieve our objectives, we will:

- Provide all teaching and class staff with high quality CPD to ensure that pupils receive quality first teaching.

- Increase the number of staff available to teach maths in a targeted manner that supports Mathematics Mastery and allows for mastery.
- Provide targeted Speech and Language interventions to address identified gaps in speech and language..
- Provide opportunities for all pupils to participate in enrichment activities to increase their engagement with learning.
- Provide identified pupils with social skills groups in order for them to be able to build positive and sustained relationships.
- Provide Social and Emotional targeted intervention for identified pupils to support their social and emotional development.
- Provide targeted resources to support delivery of the above.

Challenges

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

Challenge number	Detail of challenge
1	Low Prior Attainment (Working below age related expectation in Literacy and Numeracy) 99% of PP pupils are working BELOW expected attainment in reading, writing and maths. This has arisen after a cohort of pupils joined who were not engaging in formal learning while at ALP or who were on very reduced timetables at their school. Progress has been further impacted where parents chose to keep pupils at home during Covid 19 lockdowns.
2	Assessments and observations taken at school, as well as interactions with pupils indicate that many of our pupils have underdeveloped oral language skills and large vocabulary gaps. Speech and Language difficulties that are commonly undiagnosed on entry to the school. This impacts on our pupils' ability to access the national curriculum. In September 2020 14% of our new intake had receptive and expressive speech and language difficulties noted in their EHCP, however this figure increased to 84% after we screened all pupils on entry.
3	Attendance; Our attendance data for the last couple of years states that the attendance of our pupils in receipt of pupil premium is below (87%) that of the pupils without (92%).
4	Social, Emotional, Mental Health Difficulties. 100 % of PP pupils have an EHCP outlining social, emotional or mental health difficulties. These difficulties can impact on their abilities to form friendships and read social interactions, this can in turn impact on their ability to then access academic lessons.
5	Our safeguarding data throughout since the pandemic has identified an increasing number of safeguarding concerns (at least 50% more each term). There have been an increasing number of referrals to social care (up 200% during the last academic year).

6	The impact of the epidemic has impacted on the well being of both staff and pupils within school. Our parents, staff and pupil surveys have identified a need to improve the well-being for all. Given the specialist nature of the provision there is reason for placing an equal focus on mental health to that of academic teaching – without addressing these needs pupils are unable to engage with learning.
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupil Premium students will meet end of year progress targets at the same rate as Non-Pupil Premium students in Reading. Gaps with ARE will not increase further where pupils have no other SEN needs identified.	At least 80% of Pupil Premium students achieve their reading and writing target from starting points or baseline, demonstrated in line with assessment policy.
Pupil Premium students will meet end of year targets at the same rate as Non-Pupil Premium students in Writing. Gaps with ARE will not increase further where pupils have no other SEN needs identified.	At least 80% of pupils premium students achieve their English target from starting points or baseline, demonstrated in line with assessment policy.
Pupil Premium students will meet end of year targets at the same rate as Non-Pupil Premium students in Maths. Gaps with ARE will not increase further where pupils have no other SEN needs identified.	80% of pupil premium students achieve their Maths target from starting points or baseline, demonstrated in line with assessment policy.
Pupil Premium students make the same or better social emotional progress as non-pupil premium students.	80% of pupil premium students will make social and emotional progress as recognised by the Boxall Profiling and through internal engagement data.
Improved oral language skills, as well as increased vocabulary skills among our Pupil Premium students.	Speech and language assessments carried out by our speech and language assistance will show increased oral language skills for our disadvantaged pupils.
To achieve and sustain improved well being for all of our pupils.	This will be evident through: <ul style="list-style-type: none"> ● Increased attendance ● A decrease in behaviour incidents

	<ul style="list-style-type: none"> ●—Increased progress in standardised measures of emotional development. ● Increased opportunities for and increased engagement in outdoor learning activities ● Answers provided in pupils and parents/carers questionnaire
<p>For the attendance of pupil premium students to be at the same level as our non-pupil premium students.</p>	<p>Sustained increased attendance. With the attendance gap between pupil premium students and non-pupil premium students being less than 1% for all pupils accessing full-time provision.</p>
<p>For our Pupil Premium pupils to engage in experiences which allow them to increased opportunities to capitalise on cultural experiences and/or experience outdoor activities in the natural world.</p>	<p>Our pupils will gain new experiences that they would otherwise not have the opportunity to access. This will in turn increase their engagement in literacy, as our TOPIC and Talk 4 Write literacy units are linked. It will also build trusting relationships between pupils and staff within school. Access to nature will improve mental health and well-being</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We will train all staff in Mathematics mastery.</p> <p>We will fund teacher release time to enable our Maths subject lead to cascade maths training and support teachers with their delivery.</p>	<p>Training/CPD package: £3,800 Maths Lead time (12 days): £1650 Maths Resources: £500</p> <p>EEF funded trials have evidenced that Ark Mathematics Mastery has improved maths attainment for all pupils, while also narrowing the attainment gap between lower and higher attaining pupils.</p> <p>EEF – Ark Mathematics Mastery https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/mathematics-mastery-primary</p>	1
<p>We will create an additional teaching group for pupils working closer to ARE in Years 5 and 6.</p>	<p>Additional Teaching Staff 1.5 hours per day: £5,850</p> <p>EEF funded trials have evidenced that Ark Mathematics Mastery has improved maths attainment for all pupils, while also narrowing the attainment gap between lower and higher attaining pupils.</p> <p>EEF – Ark Mathematics Mastery https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/mathematics-mastery-primary</p>	
<p>Talk for Writing training for all staff, to ensure quality first teaching within literacy.</p> <p>We will fund teacher release time to enable our English subject lead to support teachers in delivery and</p>	<p>Silver Training Package - £3,000 English Lead time (12 days): £2,100</p> <p>Talk for Writing is a oral based literacy programme that looks to develop children’s oral skills as well as broaden their vocabulary. The programme aims to improve writing ability by giving pupils an understanding of the structure and elements of written language. Evidence suggests that the programme is more beneficial for those pupils who are struggling writers and have weaker oral skills.</p> <p>EEF – Talk For Writing https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/talk-for-writing</p>	1

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

Budgeted cost: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils assessed as having speech and language difficulties but without Speech and Language needs noted in their EHCP will be offered individual therapist support that can be used to evidence the need for longer term SALT provision.	<p>SALT Therapist : £ 8,700 SALT resources: £ 300</p> <p><i>‘There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.’</i></p> <p>EEF – Oral Language interventions (educationendowmentfoundation.org.uk)</p>	2
<p>We will provide ESSA sessions for our pupils to improve the social emotional learning of our pupils.</p> <p>The will meet the social needs that have not been identified within their EHCP, as well as increase pupils wellbeing.</p>	<p>ESSA practitioner: £7,374</p> <p>There is a vast amount of evidence which shows that progress in pupils social and emotional learning is linked to improved outcomes at school.</p> <p><i>‘The average impact of successful SEL interventions is an additional four months’ progress over the course of a year.’</i></p> <p>EEF – Social and Emotional Learning (educationendowmentfoundation.org.uk)</p>	4 and 6
<p>We will provide our pupils with social skills groups.</p> <p>This will support our pupils in building</p>	<p>Social Skills Teacher: £5,000</p> <p>Evidence suggests that disadvantaged pupils have weaker social and emotional skills than their counterparts. This can impact on their ability to form friendships and affect their ability to access education.</p>	4 and 6

friendships and increase pupil being.	<p><i>'SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.'</i></p> <p>EEF – Social and Emotional Learning (educationendowmentfoundation.org.uk)</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £16,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increased rewards around attendance.</p> <p>We will release trusted adults to complete home visits for those pupils who are struggling to attend school.</p>	<p>Attendance Rewards Budget: £100</p> <p>Staff release time for home visits - £1020</p> <p>As stated in the DFE's principles of good practice and Improving School Attendance advice. All schools should have an attendance champion (lead) who provides professional development opportunities for staff in promoting good attendance. They should also 'build respectful relationships with staff, pupils, families and other stakeholders in order to secure their trust and engagement.'</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	3
<p>Additional staff trained as DSL</p>	<p>Cost: £500</p> <p>(educationendowmentfoundation.org.uk)</p>	5 and 6
<p>All of our pupils will experience 2 sessions of Forest School and 2 sessions of Gardening activities per term.</p>	<p>Forest School Practitioner: £11,000</p> <p>Resources: £1,000</p> <p>Research has shown that pupils participation in Forest School can improve:</p>	2, 4 and 6

<p>Funding to cover Forest School teacher and provide additional training for Forest Schools teacher.</p> <p>The school has qualified as a Nature Friendly School, requiring additional training, release time and resourcing.</p>	<ul style="list-style-type: none"> ● Confidence: children had the freedom, time and space to learn and demonstrate independence ● Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play ● Communication: language development was prompted by the children’s sensory experiences <p>(https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/)</p>	
<p>African Drumming</p> <p>All classes will receive 2 Terms of African Drumming lessons per academic year.</p>	<p>African Drumming costs: £700 per year</p> <p>Research suggests that participating in Arts Participating can have a positive impact in on academic outcomes in other areas of the curriculum. Participation in African Drumming lessons will reduce tensions and anxieties for our pupils as well as promote positive well-being.</p> <p>EEF – Arts Participation (educationendowmentfoundation.org.uk)</p>	6
<p>Judo lessons.</p> <p>All classes will receive 2 terms of Judo lessons per academic year.</p>	<p>Judo cost: £2,160</p> <p>Judo suits :£100</p> <p>Evidence suggests that pupils from disadvantaged backgrounds may not be able to access physical activities which would improve their mental health and well being.</p> <p><i>‘Physical activity has important benefits in terms of health, wellbeing and physical development.’</i></p> <p>EEF – Physical Activity (educationendowmentfoundation.org.uk)</p>	6

Total budgeted cost: £54,854

Teaching £16,900

Targetted academic support £21,374

Wider strategies £ 16,580

Current costs

<u>Currently accounted for</u>	<u>Left to budget for</u>
£54,854	£4,006

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.

Desired Outcome

Pupils in the newly established KS1 group will have access to a range of resources that will support the development of language and maths related to play and role play.

Impact

The new resources allowed for the development of the outdoor learning environment. The provision available gave the children the opportunities to develop in all areas of the Early Years Foundation Stage (EYFS) Framework.

All children have made progress in these areas. 1 PP child (yr 2) has now completed the EYFS Framework achieving Early Learning Goal (ELG) expected in most areas having started on Development Step (DMS) 2 or 3 in all areas. 1 PP child (yr 1) is still working on the EYFS Framework, but has made progress of two DMS points this year.

The development of the Outdoor Learning Environment has also impacted the specific areas of the EYFS Framework. It has encouraged the development of gross and fine motor skills allowing for a great improvement in the writing of the children. It has also improved listening and attention skills meaning the children have been more focused during lessons.

Desired Outcome

Quality of provision will be externally supported and evaluate for pupils requiring some or all delivery at the stage of EYFS

Impact

Kate Irvine (consultant) provided some useful suggestions for Early Years provision to support the development of maths and literacy skills through the environment (displays) and provision (resources). Some of these had to be adapted to suit the SEMH needs of our children.

These suggestions have led to children developing their mathematical skills, specifically in relation to shape, space and measure, an area which has been taken out of the new EYFS Framework.

The CPD around interacting with children has had a direct impact on the interactions between the adults in the settings and the children. This has encouraged the development of language within the children, as well as having a positive impact on the children's personal, social and emotional development. Through this training, the new observation sheets were produced for staff to use when completing observations. This has led to an increased number of observations per child per week. This has allowed teachers to have a clearer idea of AfL; this has meant teachers have been able to plan continuous provision to ensure full coverage of the EYFS Framework.

Those children who have completed the EYFS Framework (year 2 students) have achieved ELG expected in most areas, having all started at DMS 1 or 2. This is three to four points of progress. The child still working on the EYFS Framework, has made 1 or 2 points of progress in these areas having started at DMS 1 in most areas and now working at DMS 2 or 3.

Desired Outcome

Pupils will be motivated to regularly engage in reading activities.

Impact

Across the school all children are making progress in phonics assessments and in term 4 we had 72.9% children make progress in their reading decoding. 73.3% for PP pupils.

82.9% of children have made progress in their reading comprehension. 86.1% for PP pupils

The reader of the week initiative has been taken really positively by adults and children, children can see the value in reading at home both for their daily points and to receive a reading token to go into the weekly raffle. Children who forget to read at home ask for opportunities in the school day to practice reading to an adult and are encouraged to take home books from the school library that they are enjoying. Every week one child is drawn from the raffle and wins a brand-new reading book and a bookmark of their choice, this tangible short-term reward keeps the focus of reading every day in children's minds and they love seeing the amount of raffle tokens displayed each week. Parents and carers have reported that their children now love reading in daily communication with class staff and IEP targets clearly show that children are keen to set themselves targets around reading and improving their independent reading

Desired Outcome

Pupils assessed as having speech and language difficulties but without Speech and Language needs noted in their EHCP will be offered individual therapist support that can be used to evidence the need for longer term SALT provision.

Impact

31 students were seen for twice weekly intervention by either a Speech and Language Therapist or a Speech and Language Therapy Assistant with a termly review with the Lead Speech and Language Therapist. 17 students made expected progress, 11 students made above expected progress and 2 students did not make expected progress. Of the 2 students who did not make progress one had a significant bereavement and the other had an unsettled care placement.

Two students when they initially started at North Star 820 had severely delayed language skills and now their skills in a quiet one to one setting are within the range expected for a child of their age.

Desired Outcome

Pupils without HNB funding to support 1:1 work on emotional wellbeing but in need of this support will be able to access support that supports their in class engagement.

Impact

Data from children accessing Thrive interventions shows an average increase in 16 percentage points, with an average increase between 7 and 29.

One pupil has increased two whole levels from 62% 'being' to 51% 'thinking.'

Our behaviour hub data shows that pupils who have received 5 interventions have spent an average of 3 hours and 20 minutes over 5 terms. Our pupils who do receive Thrive has spent an average of 6 hours 10 mins out of class over 5 terms.

A change in our ELSA staff, data progress has been difficult to track.

Desired Outcome

Reduce tensions and anxiety and promote well-being for pupils

Impact

Data shows that having our African Drumming sessions on an afternoon results in less behavioural incidents in the afternoon.

In the Term 5 of this academic year we moved our drumming sessions to a Monday afternoon.

Term 4 (without drumming) there were 36 behaviour incidents logged on a Monday afternoon.

Term 5 (with drumming) there were 25 behaviour incidents logged on a Monday afternoon.

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
African Drumming	Bristol Plays Music
Judo lessons	Bradley Stoke Judo