Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	North Star 265°
Number of pupils in school	5 pupils 2024 2 pupils 2025
Proportion (%) of pupil premium eligible pupils	100%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2024 to 2027 (3-year plan)
Date this statement was published	23rd September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Rob Skelton
Pupil premium lead	Freddy Clemo
Governor / Trustee lead	Rachel Avon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£2,680
Recovery premium funding allocation this academic year	NA
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	NA
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	£2,680 Note – We do not currently receive any funding for pupils not on single registration with us who are in receipt of pupil premium with their main registration school. We are

	investigating how this can be requested.

Part A: Pupil premium strategy plan

Statement of intent

At North Star 265° we aim to ensure the gap being narrowed is supporting learners in meeting the aspirational aims identified during the induction period 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 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 will 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 may have a reading age well below their chronological age.
2	Speech, language and communication needs as identified through initial assessment.
3	Levels of maths attainment; the majority of our disadvantaged pupils may have gaps in their mathematical knowledge and skills and are working well below ARE.
4	Prior attainment; the majority of our disadvantaged pupils may be working below ARE.
5	Attendance; the attendance of our disadvantaged pupils may be below that of the other pupils.
6	A wide range of social, emotional and mental health needs as identified through initial assessments 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 communicatio n 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	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 assistant 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: £2,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELKLAN speech and language training for support staff £300	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 and Walkthrus £2000	High quality teaching and learning is known to have the greatest impact on student progress and so North Star 265 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 £0	High quality teaching and learning is known to have the greatest impact on student progress and so North Star 265 has developed a CPD portal to ensure staff are encouraged to reflect on practice within a strong framework which provides ongoing CPD.	1, 2, 3, 4, 8

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language interventions. £5,000	The EEF have identified that overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress). Our approach uses a highly trained HLTA who is supported by a Speech and Language Therapist and a number of studies show the benefits of trained teaching assistants effectively supporting both oral language skills and reading outcomes.	1, 2, 4, 8

Reading interventions £5,000	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.	1,2, 4, 8
Social Skills Interventions £5,000	Well-developed social interaction skills are critical for developing positive self-esteem, building relationships, taking turns, conflict resolution and ultimately for acceptance into society. Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. Whilst social skills interventions are tackled at school-level, we will tackle this through more specialised programmes which use elements of SEL and are targeted at students with	2, 5, 6, 7, 8

	particular social or emotional needs.	

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

Budgeted cost: £7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment curriculum and Cultural capital visits £1,000	Evidence suggests that the cultural capital passed on through families helps children to do better in school. The education system values the knowledge and ways of thinking developed by acquiring cultural capital, both abstract and formal. As adults, cultural capital helps individuals to network with other adults who have a similar body of knowledge and experiences, and who in turn control access to high-paying professions and prestigious leadership roles, for example in government. Studies by organisations such as the Sutton Trust have probed this issue of how types of education and family background confer advantages on some children. The report Parent Power shows how wealthy parents buy in extra schooling (including in arts subjects) to push their children ahead of their peers in exams and to secure entry to more prestigious schools and universities. Projects such as The Class Ceiling have shown how recruitment into top professions, including banking and law, is made easier by the level of cultural capital of the applicants.	6,7,8

Attendance Support Strategy £5,000	Attendance is a key development for the school. As part of our attendance strategy, we want to build respectful relationships with pupils and families where attendance is a cause for concern. Part of this is developing personalised attendance plans through communicating openly and honestly with pupils and families about their expectations to improve school attendance. Linked in with this strategy is to liaise with other agencies working with pupils and their families to support attendance. 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.	5
Specialist resources and equipment such as sensory resources and ear defenders. £1,500	The goal of the fiddle toys is to help focus attention and improve learning ability and the research indicates that some children learn better when their hands are active and funnelling expandable energy in this manner allows them to better focus on what they are trying to learn. According to Flushing Hospital Medical Centre, in a recent case study, the positive effects of fidget toys were observed. The result was a 10% increase in certain academic scores among students who used fidget toys. Even more impressive was that students diagnosed with ADHD saw an increase of 27% in the academic scores. The study concludes that the use of fidget toys can benefit the learning process in all students but especially in those with learning disabilities. In addition to the improved learning	6

	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.	

Total budgeted cost: £24,800

Part B: Review of the previous academic year

Intended Outcomes 2024-25

Pupil Premium 2024/25- 79.6%

Maths		English Reading		English Comprehension		Writing		Science		Reading Ages (1 year in a year)	
Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
KS2 (2/8)	25%			KS2 (6/8)	75%	KS2 (7/8)	87.5%	KS2 (4/8)	50%	KS2 (8/11)	72%
KS3 (0/1)	0%			KS3 (0/1)	0%	KS3 (1/1)	100%	KS3 (0/1)	0%		

- **To increase levels of literacy, especially reading**- 72% made expected progress in reading and 75% made expected progress in reading comprehension. Star Reader used as baseline assessment to support teachers in ascertaining pupil's reading ages. Consequent phonics interventions are then planned for pupils in both Primary and Secondary (Primary- Little Wondle/Secondary- Read, Write, Inc). All pupils read daily with their class teacher during morning tutor time and home reading is also tracked through home/school reading journals. Ks2 and Ks3 pupils have a focus text/story read to them daily and weekly visits to the local library.

- **To ensure that disadvantaged pupils make progress in line with expectations**- 87.5% made expected progress in writing and 78% made expected progress in readiness to return. Talk 4 Writing structure used to support oral rehearsal and language development through the following stages:
  -'Cold Write' – what can I already write without any help?
  - WOW lesson – a hook to get children excited about the text topic
  - The imitation stage includes: learning the text aurally, learning to use the text map, discussing key vocabulary, hot-seating characters, 'reading as a reader' - comprehension questions about the text, 'reading as a writer' - creating a toolkit and highlighting the text, bespoke grammar lessons.
  - The innovation stage – looking at what changes we can make to the text we now know well. Editing the text map to make it our own. Writing that new text with support.
  - The invention stage or 'Hot Write' (every Friday)– what can I now write without any help and is it better than the 'Cold Write' I did at the start. Make a plan (own text map) and write independently

- **To increase levels of attainment in maths**- 25% made expected progress in maths. White Rose Maths being used consistently throughout Ks2 and Ks3 and all pupils participate in daily maths fluency. Two pupils in Year 6 completed Ks2 SATs assessments and one pupil met expected standard in maths. Particular focus on modelling using manipulatives and adaptive teaching strategies (moving away from worksheets) to support our learners consolidate their knowledge of number and operations.

- **For pupil's speech, language and communication needs to be met**- x8 SALT referrals made for Speech and language assessments and strategies shared with teaching and support staff. Evidence of strategies being used in the classroom and monitored by SENCO and SEND GAP.

- **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- Staff training focused on developing staff's understanding of cognitive science, retrieval, singular pedagogy and knowledge organizers using the Walk Thru model to ensure gaps in pupils' foundational knowledge were assessed and addressed.

- **Increased attendance**- Overall attendance 2024-25 was 78.3%. Fortnightly SAW meeting held by SLT and Attendance letters A, B and C issued as appropriate (x4 Letters As issued, x2 letter Bs issued).

- **Individual pupil needs are identified and met in order for pupils to access the full curriculum-** EduKey used to track and monitor pupil progress and provision through IEP, Pupils Passports and Ready to Reintegrate reviews. SENCo worked closely with dual registered schools to support EHCPNa referrals and submit supporting evidence for pupil assessments. Individual provision maps were also used to ensure appropriate provision and support were in place to enable pupils to access learning.

- **To prepare students for adulthood and reduce the chance of them becoming NEET-** At the end of Term 6 2024-25, there were 21 pupils on role at NS 265 with four pupils beginning their transition back into mainstream settings.