

NRCS Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 Ridge Community School
Number of pupils in school	140
Proportion (%) of pupil premium eligible pupils	38% (53)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Sam MacDonald
Pupil premium lead	Hannah Lovitt
Governor / Trustee lead	Claire Garbutt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,225.00
Recovery premium funding allocation this academic year	£49,013.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£115,238.00

Part A: Pupil premium strategy plan

Statement of intent

At North Ridge Community School our aim is to use Pupil Premium funding to ensure that our disadvantaged pupils receive the highest quality of education to achieve academic and social success in line with their peers. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. Our ultimate objectives are to:

- ✓ Remove barriers to learning created by disability, poverty, family circumstance and background
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- ✓ Ensure pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world

Achieving Our Objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- ✓ Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- ✓ Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- ✓ Target funding to ensure that all pupils have access to trips, residential and first hand learning experiences
- ✓ Provide opportunities for all pupils to participate in enrichment activities including sport and music
- ✓ Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the pupil progress meetings specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	<p>Speech, Language and Communication: 60% of pupils at North Ridge have speech, language and communication needs (SLCN). Children and young people with (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. This in turn can create a barrier when accessing the curriculum. This can be most seen in Reading/Phonics, Writing and Mathematics.</p>
2	<p>Complex Sensory Needs: Through observation of pupils we have found that a high proportion struggle to achieve the “just right level” in order to access learning. This can result in communication behaviours and difficulties in accessing the curriculum.</p>
3	<p>Gaps in Reading, Writing, Maths and Phonics: Our assessments indicate that pupils eligible for the Pupil Premium Grant have generally lower academic attainment compared to children not eligible for the grant. This trend is most recognisable across Reading, Writing and Mathematics.</p>
4	<p>Opportunities for Wider Learning: Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.</p>
5	<p>Social, Emotional and Mental Health: Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, particularly around anxiety and around emotional regulation. These challenges particularly affect disadvantaged pupils, including their readiness to learn and attainment.</p>

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
Pupils and staff use a range of communication systems to aid their understanding and to develop expressive communication skills.	All disadvantaged pupils have a communication profile that details their method of communication and how to support them. All staff are trained in the use of Makaton. 90% of disadvantaged pupils achieve their CVGP assessment target and EHCP termly outcomes by the end of our strategy in 2024/25.
Pupils and staff know how to meet sensory needs to ensure that pupils are ready to learn and can regulate their emotions.	Detailed sensory profiles for all pupils that require one. Staff have secure knowledge on strategies to use to improve sensory overload. Reduction in severity level of reported behaviour incidents. 90% plus of Pupil Premium learners make expected progress in all areas of English and Maths.
Improved attainment for disadvantaged pupils in all subjects, notably Reading, Writing and Maths against non-disadvantaged pupils.	By Summer 2025, assessments and pupil progress records indicate that 90% plus of Pupil Premium learners make expected progress in all areas of English, Maths and Science).
Disadvantaged pupils have greater confidence and independence to help them emerge more with the wider community and prepare for adulthood.	Through observations and discussions with pupils and their families.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high level of wellbeing by Summer 2025 are demonstrated by qualitative data from pupil voice, pupil and parent surveys and teacher observations. Reduction in behaviour incidents. A significant increase in participation in enrichment activities, particularly amongst disadvantaged pupils.

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: £27,291.46

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Cover Supervisors employed to release Curriculum Leaders to allow them to engage in research, attend CPD sessions and monitor and analyse assessment data for their subject area. (£8741.46)</p> <p>Curriculum Leaders CPD Training (£10,000)</p>	<p>EEF recommendations that professional development builds staff knowledge, motivates staff, and embeds practice underpin this activity. Articles and research in Impact are evidence-based and presented from a credible source. In school evidence of application of professional reading to developments and improvements in curriculum planning, and teaching and learning.</p> <p>There is a strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes: What makes great teaching? - Sutton Trust</p>	1,3
<p>Employ Communication Specialist to deliver dedicated sessions focussing on Makaton and speech development.</p> <p>Communication specialist to ensure NRCS is an inclusive communication environment. (£8,550.00)</p>	<p>EEF research on the improvement of language. https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/</p> <p>EEF – Developing early language https://educationendowmentfoundation.org.uk/public/files/Law_et_al_Early_Language_Development_final.pdf</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/</p>	1,3

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

Budgeted cost: £41,634.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide small group and one-to-one intervention sessions for pupils who are below target and also in need of communication support. A significant proportion of the pupils who receive interventions will be disadvantaged.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>3</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Funding is for release time.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks. Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>3</p>

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

Budgeted cost: £26,277.68

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employ sensory OT to create bespoke sensory profiles for pupils. To train school staff and parents in sensory needs and strategies. (£12,492.00)</p> <p>Enhance the schools equipment provision available for PP pupils. (£10,000.00)</p>	<p>Pupils' sensory needs will be met in order to support them accessing learning and progressing towards their targets across all subjects. Much research shows that sensory integration is necessary for successful learning. Sensory regulation in autistic children can be overwhelmed and result in anxiety and distress (Autism Speaks, Bogdashina). Approaches including play-based activities and paying attention to low-arousal environments support sensory integration and allow learning to take place. The EEF recognises the importance of removing barriers to learning, promoting pupil wellbeing and understanding pupils' individual needs.</p> <p>Research on the impact sensory needs can have on learning.</p> <p>Identifying Sensory Issues that Impact Learning in the Classroom (lifeskills4kids.com.au)</p> <p>Sensory Integration Sensory Integration Education</p>	2,3
<p>Cover the costs of trips and extracurricular activities for disadvantaged children. (£2650.00)</p>	<p>Based on our experiences and those of similar schools to ours, ensuring all children can participate in trips, visits and clubs enables parity of opportunity and an increase in cultural capital. Whilst participation in trips, visits and clubs can have an impact on academic attainment, it is important to remember that engagement in these activities is of value in and of itself.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p>	3,4,5
<p>Targeted ELSA sessions (£1135.68)</p>	<p>Enables staff to provide direct individual and small group support to students with social, emotional or mental health difficulties.</p> <p>ELSA-leaflet-staff.pdf (elsanetwork.org)</p>	3,5

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
Makaton and Communication	Sing Sign Train
Sensory OT	PT Kids

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.

Outcome: Pupils and staff use a range of communication systems to aid their understanding and to develop expressive communication skills.

- All pupils in school have a communication profile that details their method of communication and how to support them. These are reviewed/updated throughout the year. All staff have access to these.
- All symbols/signage throughout school are now in Makaton to create a consistent approach to visual aids for all pupils.
- The Communication Specialist has delivered dedicated sessions focussing on Makaton and speech development which included weekly sing and sign sessions across the school to improve access to Makaton to both pupils and staff.
- SaLT worked in partnership with Communication Lead to ensure consistency and individual pupil aims were shared.
- During this academic year, a further 27 staff were trained in Makaton level 1. At present, 50% of all current staff including, LSA's, Teachers, GA's and Office staff have passed and achieved their Makaton level 1 award.
- 41% of PP pupils fully achieved their Communication or Friends, Relationships and Community EHCP medium term outcome, and, 54% partially achieved their target in these areas.
- 87% of PP pupils (40/46) met or exceeded their CVGP (Communication, Vocabulary, Grammar and Punctuation) assessment target. 5 of the 6 pupils who did not meet their target were "working towards" which is only 1% away from their target being met.
- 91% of pupils with SLCN (29/32) met or exceeded their CVGP target.

Outcome: Pupils and staff know how to meet sensory needs to ensure that pupils are ready to learn and can regulate their emotions.

- Sensory OT employed who has observed pupils in school and created a detailed sensory profile for all pupils that require one.
- Through the above, staff have secure knowledge on strategies to use to improve sensory overload.
- All staff were trained and have a shared understanding of the Team Teach techniques. There is a real focus on de-escalation using Team Teach scripts but moreover, the EMR and Positive behaviour strategy (PBS) that was introduced, which looks at WHAT the actual behaviour is on an ABC template (antedescent, behaviour, consequence). Considering all of this information has helped to support the change in staff mindset around supporting a positive behaviour ethos.

- There has been a reduction in the severity level of reported behaviour incidents from the previous year – 74 severe in 21/22 to 27 severe in 22/23.
- An average of 90% of Pupil Premium learners made expected or above progress in all areas of English, with 7% working towards (only 1% away from target).
- An average of 86% of Pupil Premium learners made expected or above progress in all areas of Maths, with 11% working towards (only 1% away from target).
- During lesson observations and learning walks, SLT reported that pupils' were ready to learn at the start of the lesson and that enthusiasm and enjoyment pervaded the classroom.
- During a support and challenge visit from the Trust, the partner reported that "during the school walk a purposeful sensory garden was observed and children's sensory needs in all forms are clearly being addressed". She also reported that "skilled professionals have a very good understanding of meeting the sensory needs of young people and always endeavour to meet these needs to ensure access to the curriculum pathways are not compromised and there is a 'readiness to learn' culture".

Outcome: Improved attainment for disadvantaged pupils in all subjects, notably Reading, Writing and Maths against non-disadvantaged pupils.

- An average of 90% of Pupil Premium learners made expected or above progress in all areas of English, with 7% working towards (only 1% away from target).
- An average of 86% of Pupil Premium learners made expected or above progress in all areas of Maths, with 11% working towards (only 1% away from target).
- 92% of Pupil Premium learners made expected or above progress in Science Enquiry, with 2% working towards (only 1% away from target).
- A total of 105 pupils, who were below target or in need of communication support, received interventions totalling 882 hours.

Outcome: Disadvantaged pupils have greater confidence and independence to help them emerge more with the wider community and prepare for adulthood.

Outcome: To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

- All Pupils (29) in Post-16, set up and ran enterprise cafes throughout school.
- 12 pupils have taken part in volunteering activities at the Edlington Helping Hands Centre, volunteering their skills to take part in work-based activities, such as working in the café, shop and office.
- Post-16 pupils were engaged in weekly activities linked to travel training where they travelled into the local community using public transport on a weekly basis.
- Year 14 pupils accessed a specialised unlocking confidence project on the Pearl Barge, part of the Ethel trust.
- Three students took part in weekly work experience activities. One of whom travelled independently in order to access their work placement.
- In a pupil voice survey, 100% of pupils were observed to be, or said they felt happy and safe in school.
- In a parent voice survey, 98% of parents/carers strongly agreed and agreed that their child was happy and feels safe at school.

- Year 13/14 residential trip was accessible to all through Pupil Premium parents having 90% of the cost funded through school.
- 8 pupils completed and achieved their Gold DofE award.
- 15 pupils completed and achieved their Silver DofE award.
- Improved attendance from 79.9% the previous year to 91.3% in the 22/23 academic year.
- There has been a reduction in the severity level of reported behaviour incidents from the previous year – 74 severe in 21/22 to 27 severe 22/23.
- 9 Pupils have accessed ELS sessions whereby they were able to discuss wishes and feelings with our trained ELSA.
- Introduction of the North Ridge-13 whereby all pupils will experience and access 13 different opportunities and activities that they may not ordinarily experience by the time they leave North Ridge at Post 16.
- Funding made available to all Pupil Premium learners for school trips, resulting in a significant increase in participation in enrichment activities. 100% of Pupil Premium learners attended at least 1 excursion outside of school such as a visit to the local wildlife park or Toy Town play centre.
- 86% of Pupil Premium learners made expected or above progress in SMSC, with 10% working towards (only 1% away from target).
- All classes have focussed on childrens' wellbeing this year thorough the RSHE, Wellbeing and LIFE curriculum, teaching about different emotions and how we should treat others. There has been a focus on our REACH values which are now embedded into our house rewards system.

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?	
What was the impact of that spending on service pupil premium eligible pupils?	