

NRCS 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 Ridge Community School
Number of pupils in school	137
Proportion (%) of pupil premium eligible pupils	37% (50)
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 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Lisa Suter
Pupil premium lead	Jade Soler Alcaraz
Governor / Trustee lead	Claire Garbutt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,065.00
Recovery premium funding allocation this academic year	£21,150.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£13,556.52
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	£95,771.52

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: £33,402.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funding of English Lead release time to observe and support the teaching of Phonics and ensure fidelity to the scheme. (£4488.00)</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Phonics EEF (educationendowmentfoundation.org.uk)</p>	1,3
<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. (£8524.00)</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. 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>Senior Leaders will attend a coaching and reflecting training programme. (£1200.00)</p>	<p>The Coaching for teaching and learning guidance report recognises that the coaching approach can enhance teacher learning and collaborative CPD as well as positively impact on performance management, providing a means to support improvements in teaching and learning practice. Coaching also allows for reflection on professional practice. There is a Department for Education expectation that schools will give staff the support they need to take responsibility for their own and other people's wellbeing. Coaching will provide senior leaders with professional training to support our staff in school. Using the coaching approach ensures that staff have a voice in the decision making process in school.</p>	1,2,3,4,5

<p>HLTA staff member will complete Forest School Training (£1000.00)</p>	<p>The social and economic research group and the New Economics Foundation found that Forest Schools have a positive impact on pupils' confidence, social skills, communication, motivation, physical skills, and knowledge and understanding of the environment. The study also found that pupils take their experiences home and ask parents and carers to spend more time with them outdoors, positively impacting parents' interest in Forest School (forestresearch.gov.uk).</p>	<p>2,4,5</p>
<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.</p> <p>(£8190.00)</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>	<p>1,3</p>

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

Budgeted cost: £32,430.00

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: £30,798.50)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employ sensory OT to create bespoke sensory profiles for pupils. Enhance the schools equipment provision available for PP pupils. To train school staff and parents in sensory needs and strategies. (£24,327.50)</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. Research on the impact sensory needs can have on learning. Identifying Sensory Issues that Impact Learning in the Classroom (lifeskills4kids.com.au) Sensory Integration Sensory Integration Education</p>	<p>2,3</p>
<p>Cover the costs of trips and extracurricular activities for disadvantaged children. (£3000.00)</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. Arts participation EEF (educationendowmentfoundation.org.uk) Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p>	<p>3,4,5</p>
<p>Targeted ELSA sessions (£3471.00)</p>	<p>Enables staff to provide direct individual and small group support to students with social, emotional or mental health difficulties. ELSA-leaflet-staff.pdf (elsanetwork.org)</p>	<p>3,5</p>

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
Forest School	Doncaster College
Coaching	Spacious Coaching
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 2021 to 2022 academic year.

Aim: Improve the quality of communication strategies in school for all learners. With pupils making 85% or above in English speaking (VGP)

- Communication strategy created and shared with all staff
- 135 pupils have communication profiles
- RD has completed weekly sing and sign sessions across the school to improve access to Makaton
- All symbols/signage is now in Makaton to create a consistent approach to visual aids
- SaLT work in partnership with communication led to ensure consistency and aims per pupil are shared
- All teachers are Makaton trained
- 33 LSA's are now trained in Makaton
- 93% of all pupils assessed in GVCP met or exceed target.

Aim: Improve teacher subject knowledge to ensure 85% of pupils make expected or above in English, maths and science

- DHT completed 4 training workshops across the year on meta-cognition, working memory, and delivering SEND curriculum.
- Peer partners were created for teachers to develop ongoing CPD from each other practice.
- **All** staff received Essential Letter and Sounds training.

Summer Data:

- 94% of pupils met or exceeded target in English
- 93% of pupils met or exceeded target in Mathematics
- 90% of pupils met or exceeded target in Science

Aim: Ensure pupil's curriculum is broad and challenging with 85% of pupils make expected or above in English, Maths and Science.

Summer data:

- 94% of pupils met or exceeded target in English
- 93% of pupils met or exceeded target in Mathematics
- 90% of pupils met or exceeded target in Science

Aim: Ensure pupils working in national curriculum knowledge is built upon with 85% of pupils make expected or above in English, Maths and Science

Summer Data:

- 94% of pupils met or exceeded target in English
- 93% of pupils met or exceeded target in Mathematics
- 90% of pupils met or exceeded target in Science

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?	

Further information (optional)

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