

# 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	180
Proportion (%) of pupil premium eligible pupils	37% (66)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025/2026 – 2027/2028
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Jade Soler Alcaraz
Pupil premium lead	Chloe Jones
Governor / Trustee lead	Claire Garbutt

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,550.00
Recovery premium funding allocation this academic year	£0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

# 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 and ongoing monitoring activities. 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	<b>Speech, Language and Communication:</b> 61% 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 and expressing wants and needs.
2	<b>Complex Sensory Needs:</b> Through observation of pupils we have found that a high proportion struggle to achieve the “optimal sensory balance” in order to access learning. This can result in communication behaviours and difficulties in accessing the curriculum.
3	<b>Opportunities for Wider Learning:</b> 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.
4	<b>Social, Emotional and Mental Health:</b> 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.

## 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
<p>To drive improvement in the consistent and effective use of a Total Communication approach, including Makaton and Grid 3, across daily practice, to support the communication needs of all learners.</p>	<ul style="list-style-type: none"> <li>• All staff (teaching and non-teaching) receive training on total communication strategies and the use of AAC systems, with at least 95% participation.</li> <li>• Regular evaluation of student progress in communication is conducted, with adjustments to the approach made as needed to ensure all students are supported effectively.</li> <li>• Whole school environment is enriched with a variety of communication supports (e.g., symbols, visual schedules, gesture, signs, and AAC devices) to cater to the needs of all learners.</li> <li>• Total communication strategies are embedded across all subjects and activities, ensuring that students have access to a range of communication tools.</li> <li>• AAC is actively and consistently used by students who require it, integrated as one tool within a broader total communication approach. Students are encouraged to use AAC alongside other communication methods.</li> <li>• Regular observations and feedback show that students using AAC or other alternative communication methods are actively engaged and participating in classroom activities, discussions, and peer interactions.</li> <li>• External specialists (e.g., speech and language therapists, AAC experts) are regularly consulted to support the development and implementation of individual communication plans.</li> </ul>
<p>To ensure all staff access ongoing, high-quality professional development so they are confident, knowledgeable, and skilled in identifying and effectively supporting the sensory needs of pupils, leading to improved engagement, behaviour, and learning outcomes for disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• All pupils have a detailed, up-to-date sensory profile that clearly references the Zones of Regulation to support understanding and completion.</li> <li>• Staff demonstrate secure knowledge and confident use of sensory support strategies, including sensory circuits, TAC PAC and RISE Therapy, evidenced through observations, planning and staff feedback.</li> <li>• Sensory strategies are implemented consistently across classrooms and shared</li> </ul>

	<p>spaces, as evidenced through learning walks and monitoring.</p> <ul style="list-style-type: none"> <li>• A measurable reduction is seen in the severity level of reported behaviour incidents for disadvantaged pupils, monitored through behaviour tracking systems.</li> <li>• Improved pupil self-regulation and emotional awareness is evident through pupil voice, observation and engagement in learning.</li> <li>• Positive feedback from parents and carers reflects increased understanding and consistency in supporting pupils' sensory needs at home and school.</li> <li>• Ongoing dialogue with pupils and families informs regular review and refinement of sensory profiles and support strategies.</li> </ul>
<p>To improve the engagement of disadvantaged pupils in learning and community-based experiences, enabling them to develop the skills needed to participate meaningfully in the wider community and prepare for adulthood.</p>	<ul style="list-style-type: none"> <li>• Disadvantaged pupils have an increased access to and demonstrate engagement in learning through community-based experiences, evidenced via observations and engagement tracking.</li> <li>• Increased participation of disadvantaged pupils in Children's University activities, with pupils accumulating learning hours and achieving awards that enhance their cultural capital.</li> <li>• Disadvantaged pupils engage regularly in North Ridge 13 opportunities, supporting access to enrichment, community links, and real-world learning experiences.</li> <li>• Engagement in enrichment, community, and cultural experiences contributes to improved understanding of the wider world and increased cultural capital for disadvantaged pupils.</li> <li>• Engagement targets are reflected in individual learning plans, EHCP outcomes, and review meetings.</li> <li>• Positive feedback from parents, carers, and external partners reflects improved engagement and access to cultural and community experiences that support preparation for adulthood.</li> </ul>
<p>To achieve and sustain improved wellbeing for all pupils in the school, with a particular focus on disadvantaged pupils, enabling them to feel safe, supported, and ready to learn.</p>	<ul style="list-style-type: none"> <li>• Pupils demonstrate improved emotional regulation and reduced anxiety, evidenced through assessments, observations, and pupil voice, contributing to positive behaviour and attitudes to learning.</li> <li>• Disadvantaged pupils show increased readiness to learn, including improved</li> </ul>

	<p>engagement, focus, and participation in learning activities.</p> <ul style="list-style-type: none"><li>• A reduction in the frequency and severity of incidents is evident, supporting a calm, purposeful learning environment.</li><li>• Staff consistently implement therapeutic and SEMH support strategies across the school, ensuring a predictable, safe, and nurturing environment.</li><li>• Improved emotional wellbeing supports progress towards individual learning outcomes and EHCP targets for disadvantaged pupils.</li><li>• Positive feedback from parents and carers reflects improvements in pupils' wellbeing, emotional regulation, and overall school experience.</li></ul>
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## 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, 649.99)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School will implement a range of evidence-informed communication and sensory-based therapies to support disadvantaged pupils in accessing learning. This includes the use of Grid 3 to enhance expressive and receptive communication for pupils with communication difficulties. RISE Therapy and TAC PAC will be used to develop early communication skills, emotional connection, and engagement through structured, sensory-rich interactions. Sensory Circuits will be embedded into daily routines to support pupils' sensory regulation and readiness to learn.</p>	<p>We strive to provide our pupils with the skills to develop functional communication using strategies that are appropriate to their individual needs and their ability by developing communication skills using the principles of effective communication. Ensuring that all pupils across school have access to all AAC systems that are available to give them a variety of means to communicate.</p> <p>EEF - research on the Improvement of Language <a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/</a></p> <p>EEF – research on Developing early language <a href="https://educationendowmentfoundation.org.uk/public/files/Law_et_al_Early_Language_Development_final.pdf">https://educationendowmentfoundation.org.uk/public/files/Law_et_al_Early_Language_Development_final.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/</a></p> <p>We understand that evidence shows we can implement approaches that benefits pupils' self-regulation and/or executive function. We aim to provide our pupils with access to sensory therapies which enables them to self-regulate. Alongside the EEF Early Years Toolkit, we know that self-regulation approaches may also be effective in promoting successful learning.</p> <p>EEF - research on the Approaches to Support Self-regulation and Executive Function <a href="https://educationendowmentfoundation.org.uk/early-years/evidence-store/self-regulation-and-executive-function?approach=promoting-physical-activity">https://educationendowmentfoundation.org.uk/early-years/evidence-store/self-regulation-and-executive-function?approach=promoting-physical-activity</a></p> <p>EEF – Early Years Toolkit, self-regulation strategies <a href="https://educationendowmentfoundation.org.uk/early-years/toolkit/self-regulation-strategies">https://educationendowmentfoundation.org.uk/early-years/toolkit/self-regulation-strategies</a></p>	<p>1, 2, 4</p>

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

Budgeted cost: £21, 341.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Family support and engagement</b>            A family support worker will work closely with disadvantaged pupils and their families to identify and address barriers to learning that exist beyond the classroom. This will include targeted support to improve school attendance and punctuality, guidance in accessing external services and agencies to support family needs and assistance with challenges within the home that may negatively impact pupil wellbeing and educational outcomes. The family support worker will also gather parental feedback on the impact of communication strategies and sensory therapies used in school, ensuring they are understood, consistent and effective between home and school. In addition, families will be supported to access wider community opportunities that enhance pupils' social development, wellbeing and engagement.</p>	<p>We are continually considering how we can better work with our parents and carers to improve pupils' outcomes. We know that parents play a crucial role in supporting their child's learning, yet, it can be difficult to involve all parents, especially if parents' own experiences of school weren't positive.</p> <p>EEF – research on Working with Parents to Support Children's Learning  <a href="https://www.educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://www.educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p>	<p>2, 3, 4</p>

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

Budgeted cost: £64, 558.61

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Sensory OT</b> A sensory Occupational Therapist will be employed to assess disadvantaged pupils and create bespoke sensory profiles that identify individual sensory needs and appropriate strategies to support regulation and engagement in learning. The OT will provide training and guidance for school staff and parents to develop their understanding of sensory processing needs and to ensure consistent implementation of effective sensory strategies across school and home environments. (£12,492.50)</p> <p>Enhance the provision of specialist and educational equipment available to PP pupils to reduce barriers to learning and promote full participation in school life. This will include ensuring timely access to appropriate resources that support pupils' academic learning, sensory and physical needs and emotional wellbeing. (£4, 500.00)</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 <a href="https://www.lifeskills4kids.com.au/identifying-sensory-issues-impact-learning/">https://www.lifeskills4kids.com.au/identifying-sensory-issues-impact-learning/</a></p> <p>National Library of Medicine <a href="https://pubmed.ncbi.nlm.nih.gov/40711707/">https://pubmed.ncbi.nlm.nih.gov/40711707/</a></p>	<p>1, 2, 4</p>
<p><b>Sensory room revamp</b> School will invest in the revamp and enhancement of the sensory room to provide disadvantaged pupils with a safe, supportive environment that meets their sensory,</p>	<p>Research on multi-sensory environments indicates that when pupils can control sensory inputs in such environments, they show increased attention and reduce repetitive and dysregulated behaviours. Preliminary research involving sensory rooms has shown that pupils with sensory challenges can experience improvements in</p>	<p>2,4</p>

<p>emotional, and wellbeing needs. This space will be equipped with updated sensory resources and tools to support self-regulation, focus, and emotional resilience. (£44, 816.11)</p>	<p>sensory processing, motor coordination and social interaction after intervention.</p> <p>PubMed – Use of Multi-Sensory Environments with Autistic Children <a href="https://pubmed.ncbi.nlm.nih.gov/34693744/">https://pubmed.ncbi.nlm.nih.gov/34693744/</a></p> <p>MDPI – Preliminary Results of Sensorimotor Room Training for the Improvement of Sensory and Motor Skills in Children with Autism <a href="https://www.mdpi.com/2036-7503/17/1/4?utm_source=chatgpt.com">https://www.mdpi.com/2036-7503/17/1/4?utm_source=chatgpt.com</a></p>	
<p><b>Visits</b> Use PP funding to cover the costs of educational visits, residential trips and extracurricular activities for disadvantaged pupils, ensuring that financial barriers do not limit access to enrichment opportunities. This strategy aims to promote inclusion, enhance cultural capital, and support pupils' social development, confidence, and engagement in school life. (£2750.00)</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 and feel a part of their local and wider community. The EEF Teaching and Learning Toolkit notes that there are positive indications of benefits for non-academic outcomes such as self-confidence, motivation and teamwork. They may support disadvantaged pupils by providing experiences they may otherwise miss.</p> <p>EEF – research on Outdoor Adventure Learning <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p> <p>EEF – research on Arts Participation <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation?utm_source=/education-evidence/teaching-learning-toolkit/arts-participation&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation?utm_source=/education-evidence/teaching-learning-toolkit/arts-participation&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></p>	<p>3, 4</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
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 2024 to 2025 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 focusing 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. This has been delivered through school. The Communication Specialist has ran the sing and sign choir and supported at many in and out of school events.
- All staff have received Grid3 training (our new communication system) to support a multi layered approach to communication.
- SaLT have continued to support specific students in the school.
- During this academic year, further staff were trained in Makaton level 1.
- 96% of PP pupils (53/55) met or exceeded their CVGP (Communication, Vocabulary, Grammar and Punctuation) assessment target.
- 100% of pupils with SLCN (26) 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. She has supported multiple families in the home to support sensory needs in the home.
- Through the above, staff have secure knowledge on strategies to use to improve sensory overload and support sensory behaviours.
- 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.
- All staff completed CPD on sensory intergration and practical application in the classroom – some staff have been on specific training.
- School have worked closely with CAMHS and the sensory OT to create as sensory screening toolkit to direct targeted support.

- 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 and 18 in 23/24 and 5 in 24/25.
- An average of 96% (53/55) of Pupil Premium learners made expected or above progress in all areas of Reading.
- An average of 96% (52/55) of Pupil Premium learners made expected or above progress in working towards their 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. Staff were observed using a variety of sensory strategies to support pupils readiness to learn. Some pupils had personalised strategies.

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

- An average of 96% of Pupil Premium learners made expected or above progress in all areas of English.
- An average of 96% of Pupil Premium learners made expected or above progress in all areas of Maths.
- 96% of Pupil Premium learners made expected or above progress in Science Enquiry.

**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 in Post-16, set up and ran enterprise cafes throughout school.
- 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.
- 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.
- 4 pupils completed their Gold DofE award in 24-25.
- 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 and 18 severe 23/24 and 5 in 24/25.
- North Ridge-13 has continued 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 pupils made progress in SMSC through the academic year
- 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:*

<b>Measure</b>	<b>Details</b>
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?	