

Pupil Premium Strategy Statement 2020-2021

Summary information					
School	North Ridge Community School				
Academic Year	2020-2021	Total PP budget	£59,632	Date of most recent PP Review	
Total number of pupils	123	Number of pupils eligible for PP	43	Date for next internal review of this strategy	Spring 1 2021

School context

North Ridge Community School, a part of Nexus Multi-academy trust, is special school for children with severe learning difficulties. There are a 123 pupils ages 3 to 19 on roll. Pupils are largely taught in key stage classes from Foundation stage to Year 13. The overall gender balance of pupils is 31% girls to 69% boys. The proportion of pupils supported through the pupil premium (additional funding for pupils known to be eligible for free school meals and those looked after by the local authority) is much higher than the national average. Most pupils are from White British backgrounds. The proportion of pupils from minority ethnic groups and those whose first language is not English is below the national average.

Profile of needs in school

Whole School - Primary need on EHCP					
PRIMARY SLD	PRIMARY ASD	PRIMARY SLCN	PRIMARY MLD	PRIMARY PD	Other(VI/HI/SEMH/MSI)
53	26	27	7	7	3

Whole school – Secondary need on EHCP					
Secondary SLD	Secondary ASD	Secondary SLCN	Secondary MLD	Secondary PD	Other(VI/HI/SEMH/MSI)
8	10	49	8	12	24

Current attainment EYFS				
Total number of pupils	8	Number of pupils eligible for PP 0	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% meeting target or working above target			%	%

Current attainment KS1 and 2				
Total number of pupils	63	Number of pupils eligible for PP 25	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% meeting target or working above target - 73%			96%	%

Current attainment KS3 and 4				
Total number of pupils	33	Number of pupils eligible for PP 16	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% meeting target or working above target 74%			63%	%

Quality First Teaching (*Issues such as teaching initiatives, professional development, recruitment/retention, support for early careers teaching*)

£ 22362		Person/Team Responsible	Cost
A	Inconsistent communication strategies/methods used within school. This does not allow all pupils to demonstrate language understanding or improve their own communication skill. There should be a communication environment to facilitate effective pupil communication between adults and peers.	SM – Teachers	Level 1 Makaton – £1380 – 20 people
B	Some teachers require CPD to illustrate the latest teaching knowledge, strategies, research and pedagogy. This will ensure implementation of teaching practice in classes can be effective and personalised to meet the needs of learners in order for pupils to learn.	SM - Teachers	Charter school quote £945
C	Some teachers require current subject knowledge to ensure pupil learning can go from shallow, deep to profound. Subject leaders should use current research to keep their curriculum updated and disseminate to teachers to enable this to be transferred pupils learning.	Teachers	CPD £13000
D	Some pupils require access to a formal year 1 appropriate curriculum and consistency in curriculum coverage to enable them to prepare to access functional skills level qualifications.	SM	£450
		Total cost	£15,775
Targeted Academic Support (Structured interventions - small group tuition, one-to-one support)			
£22362		Person/Team Responsible	Cost
E	Most pupils at NRCS have a speech, language or communication need. Lack of whole school strategies and interventions means the teaching of communication and language skills is not consistent.	Communication Lead	£18744
F	Limited knowledge around different Sensory needs means pupils 'just right level' cannot always be achieved in order for pupils to access learning.	SEN OT	SEN OT Quote needed
		Total cost	£18744
Wider Strategies (issues which also require action such as low attendance, behaviour, parental engagement)			
£14908		Person/Team Responsible	Cost
G	Lack of wider therapies and intervention used in order for learners wider needs to be met in order to access learning or further develop skills.	CE and SM	Lego Therapy £220 x 5 Elklan training £350 x 5 Draw and talk - £250 x 3

				ESLA £TBC x 4
				£14908 Total cost

A. Planned Expenditure

Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>Inconsistent communication strategies/methods used within school. This does not allow all pupils to demonstrate language understanding or improve their own communication skill. There should be a communication environment to facilitate effective pupil communication between adults and peers.</p> <p>Staff – Not all staff trained in Makaton and basic communication methods</p> <p>Pupils do not have sufficient opportunities to learn Makaton and other communication strategies due to lack of staff training.</p> <p>Pupils do not always have the opportunity to respond to communication through Makaton and other communication strategies due to staff level of understanding.</p>	<p>Active Ingredient 1- Opportunities for staff to receive Makaton and PECS's training.</p> <p>Active Ingredient 2- Core Makaton word list created and Makaton signs per subject/theme created and teachers plan to use Makaton effectively.</p> <p>Active Ingredient 3- Pupils will be introduced to Makaton and encouraged/expected to use Makaton to support answers to questions</p> <p>Active Ingredient 4- Pupils and staff will use Makaton to share information in order to use AFL and check for knowledge</p> <p>Active Ingredient 5- Pupils will confidentially use Makaton to communicate to both adults and peers in and out of directed learning times</p>	<p>CPD will be given to all staff level 1 Makaton training A selected staff member will complete award in order to deliver training to staff.</p> <p>PECs trainings identify for key members of staff</p> <p>Elkan training for key staff member</p> <p>Formal communication will take place through staff meetings, phase meetings and emails and Opportunities to collaborate. Staff will be encouraged to communicate informally to maintain momentum.</p> <p>Follow up support in terms of coaching will be provided by Makaton trainer.</p>	<p>Short term: Acceptability: All staff are able to clearly articulate the principles of why Makaton is important and use core signs daily.</p> <p>Fidelity: All staff use Makaton and PEC's to support speech linked to learning.</p> <p>Medium term Fidelity: Majority of staff are using beyond core signs.</p> <p>Reach: Teachers and support staff are confident in using Makaton and staff expect pupils to use it too.</p>	<p>Short term- Pupils and staff have effective way to communication with each other.</p> <p>Medium term- Staff and Pupils will gain a greater understanding of how to effectively communicate using Makaton.</p> <p>Long term- Total communication environment created in school and increase in pupils achieving communication targets.</p>
Review Progress at the end of the autumn term	Review Progress at the end of the spring term		Review Progress at the end of the summer term	

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B. Planned Expenditure				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>Some teachers require CPD to illustrate the latest teaching knowledge, strategies, research and pedagogy. This will ensure implementation of teaching practice in classes can be effective and personalised to meet the needs of learners in order for pupils to learn.</p> <p>Staff – Not all staff use evidence based research to improve practice. Pupils do not have sufficient opportunities learn through evidence based strategies. Pupils do not always have the opportunity to learn using personal pedagogy to improve their outcomes.</p> <p>Research</p> <p>EEF – Building and teaching Metacognition to assist pupils in accessing deep learning</p>	<p>Active Ingredient 1- purchase of Chartered college and teachers to access research and implement into teaching</p> <p>Active Ingredient 2- SLT to formulate research forum where, each teacher’s feedback on practice or subject knowledge that has been informed due to research.</p> <p>Active Ingredient 3- All teachers to have core skills in implementing research and information and sharing how it improved teaching practice.</p> <p>Active Ingredient 4- Teacher to share research and strategies with support staff so they are informed why an approach has been selected.</p> <p>Active Ingredient 5- Teacher to produce personalised learning for classes that is embedded in research and informed strategies.</p>	<p>CPD</p> <p>Purchase of Charter college subscription for all teaching staff.</p> <p>Follow up support SLT to remind teaching staff through email and chat to use the chartered college to assist in own CPD.</p> <p>Provide opportunities for teachers to collaborate through subject leaders to model practice, learning walks</p> <p>Formal Staff meetings to be formed: to include research forum. Teacher will be required to share 1 piece of research/pedagogy/strategies they have implemented that was successful or unsuccessful and what impact it has on pupil outcomes.</p>	<p>Short term: Fidelity: All teachers to access chartered college for 1 piece of research that has impacted their behaviour or curriculum practice/knowledge.</p> <p>Acceptability: All teachers can clearly articulate and explain how research or training has improved outcomes for at least 1 pupil.</p> <p>Medium term Fidelity: All teachers using tools provided to widen their reading to assist improving their own knowledge and teaching practice.</p> <p>Reach: Teacher will be use research/pedagogy/strategies in daily practice and be able to clearly articulate, what they have implemented that was successful or unsuccessful and what impact it has on pupil out comes.</p>	<p>Short term- Improvement in applying research into classroom practice to ensure pupil needs are met</p> <p>Medium term- Length of time pupils are able to access learning will increase due to appropriate support and research strategies implemented</p> <p>Improvement in readiness to learn and learning environment conducive to learning will be formed</p> <p>Long term- Number of pupils meeting end of year targets increased to due appropriate support and strategies in place assisting them to access learning.</p>

<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF_Metacognition_and_self-regulated_learning.pdf</p> <p>Teacher standards https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf</p>				
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<p>Review Progress at the end of the autumn term</p>	<p>Review Progress at the end of the spring term</p>	<p>Review Progress at the end of the summer term</p>

C. Planned Expenditure

Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>Some teachers require current subject knowledge to ensure pupil learning can go from shallow, deep to profound. Subject leaders should use current research to keep their curriculum updated and disseminate to teachers to enable this to be transferred pupils learning.</p> <p>Staff – Not all staff have latest and most up to date knowledge for curriculum</p>	<p>Active Ingredient 1- Teachers to receive appraisal target link directly to subject leadership.</p> <p>Active Ingredient 2- Teachers to source CPD linked directly to their subject area and school development plan.</p> <p>Active Ingredient 3- Teachers to disseminate current up to date knowledge Whilst up dating curriculum documents and clearly articulate curriculum to all teachers and track its impact on pupils.</p>	<p>CPD</p> <p>Individually sourced courses to deepen subject leader’s subject knowledge.</p> <p>Subject leaders to collaborate with other Nexus subject leaders and take part in moderation.</p> <p>Follow up support Reminder emails to subject leads to prepare presentation/sharing of course feedback.</p>	<p>Short term: Fidelity: All teacher to have had appraisal meeting with head and set 1 target linked to subject leadership.</p> <p>Acceptability: All teachers source at least 1 bit of training linked directly to their subject area.</p> <p>Medium term Fidelity: All subject leaders to have taken part in subject moderation and quality checked the whole school curriculum.</p>	<p>Short term- Subject leaders source training to improve own subject knowledge and disseminate this to all teachers to increase confidence in teaching. This will lead to improve in quality first teaching. This leads to improved pupil out comes.</p> <p>Medium term- A curriculum is produced and implemented with up to date and appropriate subject knowledge for all pupils. This will meet the need of learners</p>

<p>areas they lead or deliver in class. Pupils are not receiving most up to date subject knowledge from all class teachers. Pupils have gaps in knowledge.</p> <p>Research EEF – Building and teaching Metacognition to assist pupils in accessing deep learning https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF_Metacognition_and_self-regulated_learning.pdf</p> <p>Teacher development trust – Developing great teaching https://tdtrust.org/about/dgt/</p> <p>Teacher standards 2 and 8. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf</p>	<p>Active Ingredient 4- Subject leader to take part in a moderation events for their subject area.</p> <p>Active Ingredient 5- Subject leaders to produce subject file that shows impact of subject knowledge and curriculum development has had on pupil progress.</p>	<p>Time to collaborate</p> <p>Formal Teachers to disseminate subject knowledge through staff meetings.</p> <p>Teacher to show impact of the course they went on through staff confidence or pupil progression.</p>	<p>Reach: Subject leaders to ensure consistent CPD around subject area is maintained and their subject's/ curriculum area is purposeful is having impact on the knowledge pupils are gaining.</p>	<p>and this leads to improved pupil out comes.</p> <p>Long term- Subject leaders keep all teacher updated with latest curriculum information and ensure school curriculum is purposeful and ensures pupils knowledge is developed. Subject leaders can confidently lead there are across whole school. This will meet the need of learners and this leads to improved pupil out comes.</p>
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Review Progress at the end of the autumn term	Review Progress at the end of the spring term	Review Progress at the end of the summer term

D. Planned Expenditure

Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>Some pupils require access to a formal year 1 appropriate curriculum and consistency in curriculum coverage to enable them to prepare access to functional skills level qualifications.</p> <p>Staff – Need a continued milestone curriculum in order to break down transferable skills.</p> <p>Pupils – do not currently consistently access a curriculum that develops transferrable skills in small steps.</p> <p>Research EEF – Building and teaching Metacognition to assist pupils in accessing deep learning https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF_Metacognition_and_self-regulated_learning.pdf</p>	<p>Active ingredients 1 – All subject leaders to ensure they are aware of subject knowledge for year 1 + curriculum</p> <p>Active Ingredient 2- Teachers with learners at year 1 + to plan using Essentials curriculum. SLT to complete planning check around year 1 +</p> <p>Active Ingredient 3- Pupil progress data used to inform that learners working in year 1 + are continuing to make progress.</p> <p>Active Ingredient 4- Teachers prepare those learners at year 9 who work within year 1 + curriculum to transition them to functional skills level work.</p>	<p>CPD Purchasing curriculum and disseminate during staff meeting.</p> <p>Formal Essential curriculum purchased and disseminated through staff meeting.</p> <p>Follow up support SLT to share any updated around national curriculum changes.</p> <p>Facilitated time for teacher to work with other teachers delivering national curriculum in special school</p>	<p>Short term: Fidelity: Teachers with learner’s year 1 plus plan using essentials curriculum</p> <p>Acceptability: All teachers feel confident in planning to meet the needs of learners working in year 1 + knowledge and this is quality assured by SLT.</p> <p>Medium term Fidelity: Lesson observation and pupil progress show learners who are assessed about year 1 continue to make progress</p> <p>Reach: Learners accessing year 1 + Knowledge continue to make progress with a Robust curriculum.</p>	<p>Short term- Learners to access lessons planned at national curriculum levels and show retrieval of knowledge.</p> <p>Medium term- Teachers use Essentials curriculum subject knowledge to plan for learners in year 1 + and children make progress with in it.</p> <p>Long term- Learners who access year 1 + work below year 9 are identified for functional skills qualifications.</p>

<p>Teacher development trust – Developing great teaching https://tdtrust.org/about/dgt/</p> <p>Teacher standards 2 and 8. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf</p>				
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Review Progress at the end of the autumn term	Review Progress at the end of the spring term	Review Progress at the end of the summer term

E. Planned Expenditure				
Barrier/Problem	Intervention Description	Implementation Activities	Implementation Outcomes	Pupil Outcomes

	(What are the active ingredients?)			
<p>Most pupils at NRCS have a speech, language or communication need. Lack of whole school strategies and interventions means the teaching of communication and language skills is not consistent.</p> <p>Staff –Clear pathway required to follow for those pupils with Communication difficulties to develop all pupil communication skills.</p> <p>Pupils – Do not access a clear pathway of communication input at times limits their outcomes</p> <p>Research</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>Active Ingredient 1- Once in post and inducted Communication lead to form whole school communication strategy with support from NHS Salt</p> <p>Active Ingredient 2- Communication lead to work on CPD package and deliver internally to ensure staff are skilled to deliver strategies.</p> <p>Active Ingredient 3- School staff to be confident in delivering communication strategies daily to all pupils.</p>	<p>Formal Advertise and successful appoint communication leader.</p> <p>Successful induction of Communication leader completed.</p> <p>Communication lead to work with teachers and support staff to implement communication strategy.</p> <p>Communication lead to work closely with teachers SaLT team to ensure plans are being delivered</p> <p>Follow up support Communication lead and teachers given information sharing through email or staff meeting. Monitoring of communication roll and its impact on pupils to happen in quality assurance cycle.</p>	<p>Short term: Fidelity: Communication lead appointed and work with all teachers to identify key children for input</p> <p>Acceptability: Communication lead to design draft strategy with support from teachers and SaLT and teachers trial this plan.</p> <p>Medium term Fidelity: Communication strategy is being delivered to all teachers and teacher implement this into daily planning.</p> <p>Reach: Communication leader, teachers and support staff use communication strategies to ensure pupils are communicating to best of ability and making progress in their learning.</p>	<p>Short term- Communication lead position filled leading to and increase staff understanding of communication difficulties. Therefore, children's communication needs will be better met.</p> <p>Medium term- Whole school communication strategy formed and key communication strategy practice shared with all staff. This will improve children's access to individual communication methods and allowing better access to learning improving their targeted outcomes.</p> <p>Pupil's confidence increases in communicating with peers and adults.</p> <p>Long term- Pupils are supported in all lessons via whole school and personalised communication strategies that ensure they are able to make progress. This will increase pupils ability to live an independent as possible and to live a fun and exciting life.</p>

Review Progress at the end of the autumn term	Review Progress at the end of the spring term	Review Progress at the end of the summer term

F. Planned Expenditure				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes

<p>Limited knowledge around different Sensory needs means pupils 'just right level' cannot always be achieved in order for pupils to access learning.</p> <p>Staff – Lack of CPD around Sensory needs and strategies mean teachers and support staff are not always equipped to provide appropriate intervention.</p> <p>Pupils – Sensory needs are not allows met limiting their access to learning</p> <p>Research</p> <p>Research on the impact sensory needs can have on learning. https://www.lifeskills4kids.com.au/identifying-sensory-issues-impact-learning/</p> <p>Sensory integration https://www.sensoryintegration.org.uk/What-is-SI</p>	<p>Active Ingredient 1- Sensory Occupational Therapist to work with staff and targeted children to in developing personalised strategies.</p> <p>Active Ingredient 2 – Staff to plan sessions in order to meet sensory needs.</p> <p>Active Ingredient 3- Teachers to baseline pupil's engagement which will assist in developing sensory plan.</p> <p>Active Ingredient 4- Monitor and review progress to towards sensory plan between teacher, Sensory OT and phase leader.</p> <p>Active Ingredient 5- Resource bank of sensory strategies for teachers and staff to access created</p>	<p>Formal Formal feedback and strategy sharing at training days or staff meetings</p> <p>Lesson drop in to see how strategies are being used.</p> <p>CPD Sensory OT awareness sessions</p> <p>Whole staff training around sensory needs and strategies that can be used</p> <p>Follow up support Nudge email to encourage and remind staff of strategy.</p> <p>Drop in sessions for support in Sensory OT strategy</p> <p>Briefing to share success cases.</p>	<p>Short term: Fidelity: Teaching staffs confidence and understanding of why sensory needs must be met develops.</p> <p>Acceptability: Teachers plan for sensory needs to be met using strategies.</p> <p>Medium term Fidelity: All staff understand and implement sensory strategies.</p> <p>Reach: A bank of sensory strategies developed with teachers planning for these in everyday learning.</p>	<p>Short term- Personalised sensory plans created for identified learners to ensure increase access learning.</p> <p>Medium term- Teachers use informed strategies to ensure all learners are at 'just right' level to access learning and record increased levels of pupil engagement in learning.</p> <p>Long term- Teachers and support staff consistently and confidently use sensory strategies to ensure all learners needs are met. This will ensure pupils continue to make progress towards personalised outcomes.</p>
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Review Progress at the end of the autumn term	Review Progress at the end of the spring term	Review Progress at the end of the summer term

G. Planned Expenditure				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes

<p>Lack of wider therapies and intervention used in order for learners wider needs to be met in order to access learning or further develop skills.</p> <p>Staff –Lack knowledge of wider therapies/intervention strategies that can assist pupils in developing</p> <p>Pupils – Pupils have limited access to wider interventions therefore at times needs are not being met. This is effecting pupil's progress.</p> <p>Research</p> <p>EEF –Interventions and 1-1 teaching</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</p> <p>Small group tuition</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p>	<p>Active Ingredient 1- Source interventions and therapies that are proven to support SLD pupils.</p> <p>Active Ingredient 2- Identify key staff to be trained.</p> <p>Active Ingredient 3- Design and implement intervention strategy for NRCS</p> <p>Active Ingredient 4- Identify pupils and timetable their intervention input.</p> <p>Active Ingredient 5- Observe and track intervention learners and their level of progress.</p>	<p>CPD Key CPD identified with staff completing training.</p> <p>Formal – staff trained feedback to SLT and wider team around training and how best it could be implement.</p> <p>SM to design intervention strategy and share this with all staff.</p> <p>Follow up support Emails remind staff about interventions and how they can be used.</p> <p>Meetings between SLT and intervention leads on how interventions are progressing.</p>	<p>Short term: Fidelity: Key staff trained in sourced interventions.</p> <p>Acceptability: Key pupils identified and trailed using interventions.</p> <p>Medium term</p> <p>Fidelity: Interventions are showing a correlation between learner's progress and time they receive interventions.</p> <p>Reach: Intervention strategy continue to correlate with pupil progression to outcomes. Larger amount of interventions sourced to assist meeting all learners' needs.</p>	<p>Short term- Staff are trained in a variety of therapies/strategies and clear plan on how they will be used is created. Allowing specific pupils intervention time to increase progress over time.</p> <p>Medium term- Targeted pupils access identified interventions/therapies having a result in learner's engagement in the curriculum this will result in progress towards outcomes.</p> <p>Long term- Clear long term intervention strategy designed in order to target pupils who need it the most to ensure progress towards outcomes are made.</p> <p>Better understanding of learners in order to offer earlier intervention for wider strategies. This will lead to better long term outcomes.</p>
<p>Review Progress at the end of the autumn term</p>	<p>Review Progress at the end of the spring term</p>	<p>Review Progress at the end of the summer term</p>		

H. Planned Expenditure				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
Review Progress at the end of the autumn term	Review Progress at the end of the spring term		Review Progress at the end of the summer term	