# Northcott Pupil Premium Strategy Statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 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

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| Detail | Data |
| School name | Northcott Special School |
| Number of pupils in school  | 137 current number |
| Proportion (%) of pupil premium eligible pupils | 54% (74 pupils) |
| Academic year/years that our current pupil premium strategy plan covers  | 2022-20232023-20242024-2025 |
| Date this statement was published | December 17th 2021 |
| Date on which it will be reviewed | Autumn 2022 |
| Statement authorised by | Katherine Johnson Head teacher  |
| Pupil premium lead | Chris Etheridge TLR Narrowing GapsSLT link is Julie Wickenden (Deputy) |
| Governor / Trustee Lead | Kevin I’Anson |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £79,915 |
| Recovery premium funding allocation this academic year | £24,526 |
| Pupil premium funding c/fd forward from previous years  | £0 |
| **Total budget for this academic year** | **£104,441**  |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our pupils have multiple layers of disadvantage: relating to their SEND status; their generational socio-economic background and in many cases long standing involvement with social care. On average, 25% of our pupils are open to Early Help or Social Care. Our school safeguarding and well-being team supports/monitors another 37% of families. These particular families are currently below threshold for external agency involvement, or have had past involvement with social care. Our intention is to address the multiple layers of disadvantage by ensuring that all our pupils make sustained or substantial academic progress and personal progress, regardless of their background. The key principles of our strategy are to:* adopt a whole school approach which enables staff to understand the layers of disadvantage that face our pupils, such as ACE; contextual safeguarding needs; the impact of insecure attachment
* to make sure all pupils have attendance which is at least good, challenging parentally condoned absence robustly
* provide teaching which is consistently good to outstanding and meets the needs of each individual child no matter how complex their needs
* provide an environment in which they feel safe, one which is attuned to their needs
* help pupils minimise anxieties related to ASD/SEMH and promote well-being
* enable pupils to become increasingly confident readers, writers, speakers who can communicate their views and needs clearly and independently
* enables our pupils to experience a wide range of opportunities inside and outside of school which builds independence and encourages pupils’ to find new areas of interest

Our strategy is focused on addressing the layers of disadvantage faced by pupils in our community with links to covid recovery planning across the school. Our whole school approaches are intended to benefit our whole school community, which in turn will improve outcomes for our disadvantaged pupils. To summarise our overall aim is to enable our pupils to make informed and aspirational choices about their future, to help them progress to suitable further and higher education and be prepared for adulthood by addressing layers of disadvantage.  |

## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | Our pupils have multiple layers of disadvantage. Many are open to social care or have historically been open to social care. Within this group, there are a significant number of families (including foster families, adopted children and SGO arrangements) where there has been adverse childhood experiences, trauma and in some instances insecure attachments. |
| 2 | Our discussions with parents and carers and work with Education Welfare indicates there is a disproportionate amount of FSM and pupils open to social care who currently have persistent absence. 29 out of 137 (21.4%) pupils met the threshold for PA with 16 PP and 4 open to social care by the end of July 2021. By December 2021 10 PA absences cases are open to social care due to the increased need of social care involvement with our families. Our pupils generally do not have physical or significant medical needs and parentally condoned absence and unnecessary absence for minor ailments or appointments are negatively affecting academic progress of disadvantaged pupils, alongside residual covid anxiety.  |
| 3 | Our assessments have shown that disadvantaged pupils (specifically FSM pupils) are -19% lower in substantial progress for writing than their non-disadvantaged peers. Issue with concentration and writing for sustained periods have become an issue since the pandemic. Writing skills across the curriculum have become an area of concern.  |
| 4 | Our pupils, often due to difficulties processing language and developmental delays, are below age related expectations for reading and literacy. This creates additional barriers to accessing the full curriculum offer at all ages/phases throughout the school. It is particularly noticeable in our:* current year 8 some of whom are as much as 6 years behind ARE in reading. Year 8 pupils have been most affected with limited transition and or preparation for secondary school in Y6, and disrupted education in Y7
* LAC pupils have made year on year progress with reading but our current cohort are currently 11% behind their non LAC peers
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| 5 | Our assessments, observations, discussions with pupils and families demonstrate that reduced opportunities for social interaction and enrichment opportunities during the pandemic has negatively affected the well- being of our pupils, particularly disadvantaged pupils. We have seen a significant increase in referrals for ELSA, self-esteem work, friendship groups and personalised education re healthy relationships both on and off-line.* 31% of our school population (42 pupils out of 137) currently receives additional support for social and emotional needs in school.
* 33% (14 pupils) of these are both PP and open to social care.
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| 6 | Our assessments indicate that the majority of our pupils make good progress with Speech and Language. However, observations of key pupils and discussions with their families indicates that covid has adversely affected the delivery of Speech and Language (SALT) direct therapeutic work. In addition, the current NHS allocated hours for S&L therapy (direct work with a qualified specialist) has not grown as the schools numbers have increased. There have been significant changes in SALT staff in the last 3 years. A review is underway.  |
| 7 | Our TLR holders, particularly in maths report that our pupils have very little real world experience of handling or understanding money, managing and understanding time. This will have an impact on the progress of some of our pupils and is particularly evident in maths with lower ability KS4 pupils. (33% of this KS4 cohort are pupil premium.) Data shows that maths number is a target area for year 8 and 9 pupils making less than substantial progress (37.5% of this KS3 cohort are pupil premium).  |

## 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.

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| Intended outcome | Success criteria |
| There will be less parentally condoned absence and pupils will benefit from a language rich environment where teaching is consistently good or above.  | Reduced persistent absence in both our disadvantaged group and those open to social care year upon year.Reduction in parentally condoned absence. |
| More disadvantaged pupils will make substantial progress in writing and will be able to make sustained written responses across subject areas, with support where needed.  | The writing gap between disadvantaged and non-disadvantaged cohorts will be shown to have narrowed in writing measures. Access arrangements will be improved for all our pupils. |
| Gaps in chronological ages and reading ages are narrowed for all pupils. Pupils will have better access to the full curriculum due to improved reading ages and wider vocabulary, including subject specific vocabulary.  | Year 8 reading grades will show the gap is reducing by the end of KS3 & continues to be reduced in KS4. Taking into account baseline data and ability profile. Pupils will access appropriate level of KS4 and post-16 courses. The reading gap between LAC and Non-LAC will close or at least narrowed to within 5% depending on ability profile of new LAC cohort.  |
| Pupils will have improved numeracy skills and attainment in Maths relative to their starting point by the end of KS4 (as identified through baseline and regular teacher assessments).  | Pupils in lower ability groups will understand time and money and be able to apply practically with increasing confidence. There will be an increasing number of pupils able to access Level 1 & Level 2 courses (GCSE/functional skills) at the end of the 3 year strategy.  |
| Pupils will achieve and sustain improved well-being, particularly the pupils who have ASD/SEMH related anxieties, and difficulty communicating, maintaining friendships.  | * Whole school attendance is above 95%
* Pupil and parent voice surveys
* Reduction in behaviour incidents
* Engagement in wider range of enrichment activities & options
* Engagement in wider life of the school (council/peer mentors/Young Evaluators)
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| Through CPD all staff will have a clear understanding of the impact of: Adverse Childhood Experiences and Trauma; Attachment Disorder; & multiple layers of socio-economic disadvantage. Parents of disadvantage pupils will have advocates in school who are increasingly skilled at securing external agency support with them or on their behalf.  | * Embedded tiered menu of response meets most complex needs
* Increased pupil voice – Young Evaluators feedback & reports
* Targeted interventions for those who are between ELSA/CAMHS thresholds
* Referral evidence meets thresholds
* Increased skills within well-being, safeguarding and pastoral teams
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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: £11,500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| CPD programme which incrementally increases expertise around ACE, Attachment Needs & Contextual Safeguarding  | Strengthening Families Framework. Evidence that supporting pupils with SEMH will improve outcomes and relationships later in life. [EEF\_Social\_and\_Emotional\_Learning.pdf(educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf) | 1, 5 |
| Mental Health Lead to begin 3 year training programme. Cover training and release time.  | Carnegie Training through the Anna Freud Centre.Validation of Anna Freud Centre training by HeadStart – local authority PSHE/Well-being Programme | 1, 5 |
| Retrain in house S&L T4 support staff to provide targeted group support  | Better Communication Research Programme – using evidenced based S&L programmes verified by the Royal College of Speech Therapists:[What works database (ican.org.uk)](https://ican.org.uk/i-cans-talking-point/professionals/tct-resources/what-works-database/) | 6 |
| Newly appointed TLR for Narrowing Gaps will undergo on the job training and will take over the role of Designated LAC  | Effective Leadership and Management practices requires that succession planning is in place. Shadow training will ensure that there is a continuation of the expertise to address layers of disadvantage and narrow gaps.  | All |

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

Budgeted cost: £41,500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Improving literacy across all subject areas by implementing Big Write strategy across the whole school & staff CPD | Improving literacy is key for all students whether in primary, secondary or a special school. Improving Literacy In Secondary Schools | 3, 4 |
| A programme of reciprocal reading and across the school. CPD for all staff in all subject areas. Underpinned by Reading Recovery targeted intervention for our most disadvantaged.  | Reading Comprehension [Learning to Read: “The Simple View of Reading” | National Center on Improving Literacy](https://improvingliteracy.org/brief/learning-read-simple-view-reading) | 3, 4, 6 |
| A rolling programme of Maths & English Boosters KS4 will need to be implemented to support pupils who have been disproportionately disadvantaged by covid. This will be underpinned by CPD on Metacognition in Maths and English.  | Our current Year 9 and key-stage 4 pupils will benefit from having increased access to their subject specialist prior to examined assessments/TAGS. CPD for staff on Metacognition will support our more able pupils to become more independent learners. Metacognition and self-regulation Toolkit EEF | 7 |
| Reading, Writing and Numeracy School led tutoring for pupils whose education has been most impacted by the pandemic | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:[One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)And in small groups:[Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/)[Maths\_guidance\_KS\_1\_and\_2.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf)[Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/teaching-mathematics-at-key-stage-3) | 7 |

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

Budgeted cost: £51,500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Increase the capacity to deliver high quality ELSA & bespoke trauma counselling. SEMH needs and an Inclusive ethos are embedded into routine practices and underpinned by CPD.  | Evidence that supporting pupils with their social emotional literacy will improve outcomes and relationships later in life. [EEF\_Social\_and\_Emotional\_Learning.pdf(educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf)Rainbow AwardAutism AwardHeadStart Mark of ExcellenceYoung Evaluators’ Feedback | 1, 5 |
| Bespoke SRE work and Boys 2 Men Project – provide one to one and small group interventions around healthy relationships and keeping safe on-line.  | The role of education in prevention is clear in DFE documentation. Some pupils need personalised PSHE, SRE and Keeping Safe On-line due to their vulnerability. By providing an additional wave of intervention, we can minimise risk and complete early intervention work within school by increasing our SLA with Cornerhouse. KCSIE Guidance 2021Sexual violence and sexual harassment between children in schools and colleges 2021.  | 1, 5 |
| SLA for Education Welfare Officer increased. EWO & new Lead Practioner for Pastoral Progress implementing new Attendance Support Plans and Parent Forums and Surgeries. Additional CPD & release time for new to role.  | Embedding principles of good practice set out in the DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice. | 1, 2 |
| S&L Wave 1 and Wave 2 small group interventions - provided by trained T4 in conjunction with SALT specialists.  | Within class high quality oral language activities have high impact on reading:[Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/) Better Communication Research Programme – using evidenced based S&L programmes verified by the Royal College of Speech Therapists:[What works database (ican.org.uk)](https://ican.org.uk/i-cans-talking-point/professionals/tct-resources/what-works-database/) | 4, 6 |
| Increase time given to Parent Liaison Officer role to support EWO with home visits & well-being parent forums  | Embedding principles of good practice set out in the DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice.Supporting parents to support their child’s mental health will have benefits for the whole family, including improving attendance and increasing parental engagement.  | 1, 2,& 5 |

**Total budgeted cost: £ 104,500**

# 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 2020 to 2021 academic year.

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| Attendance of PP, LAC pupils and children open to social care was a priority throughout Covid-19. Whilst we are still in a period of covid recovery progress is being made with persistent absence and whole school attendance percentage. PA figures show good progress was made when we consider the local and national attendance pictures for special schools. In the autumn term of 2020 prior to any local or national lockdowns our attendance 91.3% positively reflecting the work done to re-engage families and improve persistent absence. By the end of July 2021 the national and regional data showed that pupils at Northcott were above the average of other special needs schools for attendance by as much as 25% in spring term of 2021 with attendance of 93.3%; ending summer term on 92.8%. Early intervention with Attendance Support and Attendance Action Plans will need to continue, as many families are still anxious about covid and take a disproportionate amount for time off for minor illnesses/medical appointments. Internal assessments looking at substantial progress and progression steps data indicated that made pupil premium cohort made +2% more progress than non-pupil premium in both reading and speaking and listening but were -3% lower than their non-pupil premium peers in writing. Pupils’ resilience for sustained writing has reduced for disadvantaged pupils throughout covid. The area of most concern is FSM writing progress, which is 19% lower than their non-fsm peers. The biggest gap was observed in maths measure (-16%) for pupil premium cohort and -23% for LAC pupils. Whilst FSM pupils performed significantly better than their non-fsm peers at +8% in maths measure. However, when analysing year on year data disadvantaged pupils have made good progress in both maths number and maths measure (comparing progression steps data from 2018-19 to 2020-21). Pupils continued to have face-to-face support from our ELSA staff when present. Parents also had access to on-line well-being forums and support from our new Well-being Lead and Parent Liaison Officer. External agencies (Cornerhouse/Boys 2 Men project) moved from on-line support to face-to-face support June 2020 – on-line contact was not successful. ELSA work, self-esteem and bespoke well-being work has been praised in both pupil and parent surveys. This work needs to increase to meet growing covid recovery demand. Home visits, food parcels, well-being arts and crafts resources, and learning materials were appreciated.  |

## Externally provided programmes

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| Programme | Provider |
| Boys 2 Men Project – personalised on-line safety and healthy relationships work  | Cornerhouse - Hull |
| Time to Listen – personalised trauma and bereavement therapy & whole school training on Adverse Childhood Experience | Time to Listen - Hull |
| SSSCPD – on-line staff training on bereavement, domestic abuse, well-being  | SSSCPD |

## Additional Information

Our Designated Lead for well-being has started training for the Carnegie Award. They have secured our school a place on a pilot scheme, which will help us address some of the needs of our pupils who do not meet thresholds for CAMHS or MIND. This pilot scheme will allow our families to access the support of newly trained Emotional Mental Health Practitioners (EMHP's).

We are tripling our capacity to deliver SEL interventions and are working with a range of professionals to increase our depth of understanding around attachment, resilience and trauma.

In addition, we have 12 members of staff training to be Mental Health Champions for children and Young People and a further 7 staff training to be accredited for supporting Adult Well-being. We have 35 Pupils on our Young Evaluators’ Panel who are helping us embed our new Inclusivity Charter and work towards gaining The Rainbow Award.