# Northcott 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

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| Detail | Data |
| School name | Northcott Special School |
| Number of pupils in school | 171 current number |
| Proportion (%) of pupil premium eligible pupils  (including LAC and Post LAC) | 53% (91 pupils) |
| Academic year/years that our current pupil premium strategy plan covers | 2021-2022  2022-2023  2023-2024 |
| Date this statement was published | October 2023 |
| Date on which it will be reviewed | Autumn 2023 |
| Statement authorised by | Katherine Johnson Head teacher |
| Pupil premium lead | Vickie Hulme  Lead Practitioner for Pupil Progress |
| Governor / Trustee Lead | Kevin I’Anson |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year  FSM, FSM6, POST LAC | £104,710.00 |
| LAC Pupil Premium funding allocation this academic year | £10,120 |
| Recovery Premium & School Led Tutoring funding allocation this academic year | £36,299  £11,456 |
| **Total budget for this academic year**  (based on October numbers) | **£162,585** |

# 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. Currently 22% of our pupils (39 Oct 2023) are open to Early Help or Social Care. Our school safeguarding and well-being team supports/monitors approximately another 30% of families. These 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 are persistently absence or have a historically low attendance.  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.  Persistent Absence EOY 2023 is 25%. Pupil Premium persistent absence has improved by 6% in the last academic last year but it remains a priority |
| 3 | Pupils Open to Social Care are 9% lower in substantial progress for writing than those not open to social care (July 2023) Issue with concentration and writing for sustained periods are an issue for some of our pupils. Writing skills across the curriculum are being focused upon, with specific emphasis on improving basic skill, such as spelling, punctuation and grammar. Lead Professional for pupil progress is working on adjustments for exams and Big Write tasks across the curriculum. |
| 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:   * In those that have transition into our primary or pupils from primaries into our Y7 classes and those who have been out of education or poor attenders. * LAC and social care pupils have made progress with reading but our current cohort are currently behind their non LAC and non-social care peers. |
| 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.   * 34% of our school population (58 pupils) received additional support for social and emotional needs in school (EOY July 23) * 23% of pupils (39 October 2023) are open to CSC or early Help |
| 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.  Current EOY data (July 23) indicates that social care and LAC pupils are the priority for 2023 to 2024. |
| 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.  Data shows that maths number is a target area for FSM and Pupils Open to Social Care. |

## 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 9 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 national average for SEND schools * 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) |
| 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. | * Thrive Practice and Policy embedded by end of 2023 * 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 |

## 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: £45,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| CPD programme which incrementally increases expertise around ACE, Thrive Practice, 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)  Minimum of 3 Thrive Practioners trained and 1 trainer: Thrive approach embedded into whole school practice 2022-23; built into SLT and pastoral staffing structure. Ensuring pupils’ readiness to learn. Policy ratified by governor. | 1, 5 |
| CPD aimed at improving literacy across all subject areas | Improving literacy is key for all students whether in primary, secondary or a special school.  Implement FFT phonics training across school (including EYFS, Primary and Nurture group teachers).  FFT include in Induction of new TAs  Upskilling support staff to support all pupils with literacy across the curriculum. | 3, 4, 6 |
| Retrain in house S&L TAs 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/)  NHS SALT programmes | 6 |
| Newly appointed Lead Practioner for Pupil Progress will monitor progress of disadvantaged groups and prioritise resources for intervention | Effective Leadership and Management practices requires that succession planning is in place, advocating for LAC/post LAC.  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: £67,585

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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 our Little Blossoms, primary, secondary or our new 6th form.  Implement FFT new phonics programme throughout school 2022  Phonics@fft.org.uk  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 and address legacy issues related to covid | 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 2022-23.  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.  Increase capacity to deliver interventions 23-24 | 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)**

1. Budgeted cost: £50,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Increase the capacity to deliver high quality Thrive, 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)  Autism Award – review and assess EYFS 2022  HeadStart (links continue) Mark of Excellence  Young Evaluators’ Feedback  Thrive Practioners Interventions – new 2022  Sensory Champion & Social Skills interventions timetabled 2022 | 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.  Care Project new in 2022 | 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. Care Project new in 2022 for vulnerable girls.  KCSIE Guidance 2022 Educate Against Hate, Healthy Relationships (on and off line). PSHE interventions 1:1 PSHE specialist  Sexual violence and sexual harassment between children in schools and colleges 2021. | 1, 5 |
| Train new F/T 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.  New full time EWO start in Sept 2023  EWO training in place | 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: £162, 585**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the **2022 to 2023** academic year.

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| **Attendance and Wellbeing**  The Attendance of PP, LAC pupils and children open to social care was a priority throughout the academic year and clear impact of the interventions is evident. Northcott’s whole school annual attendance was 1.7% above the average across other special schools nationally in 2022-23 data. Persistent absence data for our school is 25% which is 13.7% better than the national average for special school PA which is 38.7%. Reducing persistent absence further remains a priority and addressing emotional based school refusal.  In the disadvantage group pupil's attendance is 14% higher than in the previous academic year. Pupil Premium pupil’s attendance is 2% higher than those who are not PP. Pupil’s open to social care is now 1% better than those who are not open to social care (based on the EOY 23 list).  Progress continues to be made reducing persistent absence and the recruitment of a full time Education Welfare Officer will ensure that improvements continue. Persistent absence in FSM is 9% lower, Pupil Premium is 6% lower, children open to social care is 13% lower and 70 % of pupils on attendance support action plans have improved their attendance in the last academic year (22-23).  All staff have received regular training focused Thrive, on attachment and trauma. There has also been investment into the school wellbeing area and an improvement of both the Thrive and the ELSA spaces. There has been additional capacity added to the Thrive and ELSA team. On average 50 pupils in a term have regular and targeted programme of 1:1 support, with many other pupils benefitting from group sessions, drop-ins and support when unexpected or complex issues arise. We have appointed a lead for Thrive and a member of SLT has trained to be a trainer in Thrive, ensuring that effective deployment of resources is made by considering the developmental stages of children before allocating Thrive or Elsa support.  Face-to-face intervention from our ELSA staff and bespoke well-being and self-esteem support has increased across the school. In addition, pupils now receive a larger amount of curriculum time for PSHE, which can be linked to improvements in behaviour. Whole school data continues to show a steadily improving trend over 5 years. Serious incidents have reduced by 22% in 2022-2023 in comparison to the previous academic year. This coincides with the implementation of the Thrive approach across the school. All combined incidents recorded have reduced by 4% from the previous year.  **Pupil Progress**  By the end of July 2023, whole school data indicated that disadvantaged pupils make better progress than their peers in Reading, Writing and Science and are in line with their peers for Speaking and Listening.  Overall, the performance of Pupil Premium pupils is better than their non-Pupil Premium peers in Speaking and Listening, Reading and Writing. Free School Meal pupils also perform better than their peers in Reading and Writing.  Mid-point data identified Maths Number as a target area in primary. Intervention was put in place in the summer term. The impact of this is shown in July 2023 data. KS2 Maths measure percentage for substantial progress is 100% and the year 5 pupils are the highest attaining cohort of pupils in school.  Year 7 were prioritised for Maths intervention sessions. 7b are now one of the highest achieving classes for Maths Number with 91% making substantial progress in July 2023.  This academic year we have introduced FFT, a DfE and EEF Accredited ‘Success for All’ synthetic and systematic Reading and Phonics. This includes an intervention program called “Tutoring with the Lightning Squad”, which was used throughout KS3 and KS4. End of 2022 data indicated that Year 8’s reading ages were significantly lower than their academic age and therefore they were were a priority for English Reading intervention and placed on TWL. End of 2023 data shows 100% of pupils in Year 8 are making substantial progress in Reading, with an average reading age improvement of 2 years and 4 months. Within this cohort of year 8, FSM pupils made on average make 3 years and 1 months reading progress. Overall, the July data also shows 68% of FSM pupils were making substantial progress in reading and they are still performing better than their non-FSM peers in both reading and writing.  CPD programmes throughout the year have further increased staff expertise and capacity to provide additional and targeted support. School has invested heavily in CPD to ensure this was successfully embedded form the start of Sept 2022. All support staff are trained to deliver the FFT Reading and Phonics programme.  Recommendations for 2023- 2024  Pupil Progress   1. LAC pupils remain a priority in all areas of English, as this cohort is behind their peers for Speaking and Listening, Reading and Writing. 2. Increase capacity of staff to deliver interventions catch up/tutor led (QTS) 3. Pupils Open to Social require intervention in Reading, Writing and Maths Number. 4. Monitor Post LAC for progress and narrowing gaps (23-24)   Attendance/Wellbeing   1. Recruit & train new fulltime EWO, embedding into well-being & safeguarding team (23-24) 2. Implement next phase of interventions for pupils who have a historic trend of persistent absence. 3. Monitor the children open to social care and FSM fortnightly, challenging holidays, unauthorised absences, time taken for medical appointments. Early intervention for absence between 93-91% 4. Continue trauma informed approach to behaviour across the school in order to better understand the needs of the pupils, continuing Thrive training and reviewing Behaviour Policy.   English   1. Relaunch whole school FFT interventions as a rolling programme; prioritising LAC and Pupils Open to Social Care. Taking note of social care list changes. Lightening Squad reading intervention will build upon FFT work. 2. All pupils in EYFS, Primary and Year 7 will continue to have access to this program, addressing gaps earlier and informing further interventions in KS3/4. Pupils across Nurture groups and A groups, will also have access to FFT within their lessons, to address gaps in knowledge and consolidate.   Maths   1. Rolling programme of maths intervention will continue 2. Prioritise FSM pupils in Maths Number and pupils open to social care for Maths Number. Provide Intervention for Pupil Premium and Disadvantaged students starting with low achieving girls. 3. Introduction of “Maths Watch” within Maths to stretch and challenge high ability pupils. 4. Curriculum adaptations to take place following each assessment, to target gaps in knowledge and build upon learning. |
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## Externally provided programmes

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| Programme | Provider |
| Boys 2 Men Project – personalised on-line safety and healthy relationships work  Care Project – group and individual intervention to minimise risk around exploitation for vulnerable girls  Healthy Relationship, Public and Private work & Personalised PSHE | Cornerhouse – Hull  VEMT  MESMAC |
| Thrive Training | Thrive approach |
| FFT Phonics Training | Phonics@fft.org.uk |
| 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, 12 members of staff trained to be Mental Health Champions for children and Young People and a further 7 staff trained to be accredited for supporting Adult Well-being. In addition 35 Pupils on our Young Evaluators’ Panel helped us embed our new Inclusivity Charter.