

Northern Counties School

Northern Counties School
Tankerville Terrace, Jesmond, Newcastle upon Tyne NE2 3BB

Pupil Premium Impact Review 2023/3

Review Date 16/5/2023

Mr. Allan Lacey - M.Ed.

Review Focus:

An analysis of pupil premium spending and the impact in 2022/3

Method

Observations of interventions and discussions with key staff, governors and pupils.

Purpose

- An examination of pupil premium spending and the impact so far
- Exploration of the effectiveness of existing initiatives

Context

In 2002/3 to date;

There are 85 pupils and young people on the school roll (May 2023)

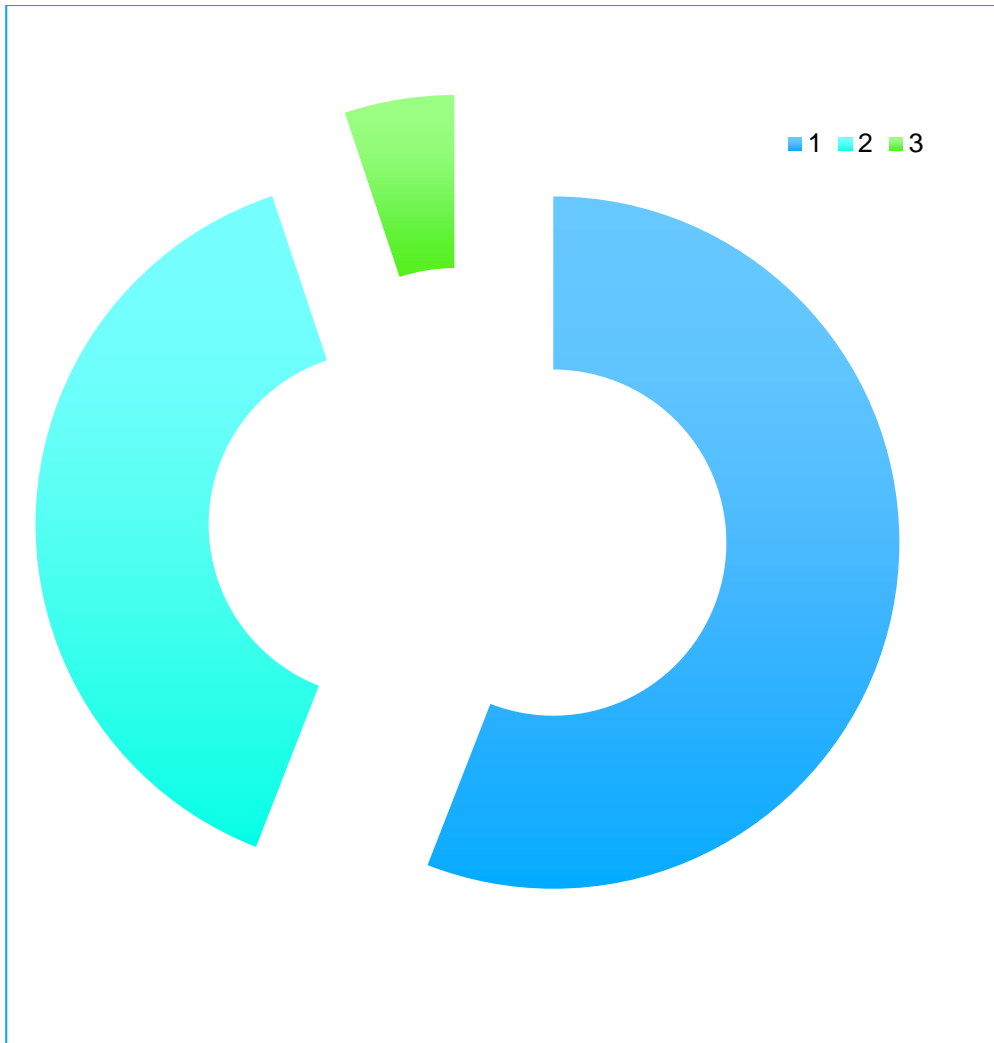
33 pupils (September Census) received pupil premium funding 38%

The total pupil premium allocation for 2022/23 was £36,675

There was a Pupil premium funding carry forward from previous years
£44,524.62

The total funds available are for 2022/3 -£81119

Funding allocations Major expenditure 2022/3



- 1) £51057
 - a) Employment of a part time outdoor learning tutor
 - b) Training and purchase of SEN phonics materials and training for staff
- 2) £35,573
Employment of a Wellbeing Coordinator
- 3) £4,678
Equipment to support sensory integration needs, and readiness for learning.

1a) Employment of a part time outdoor learning tutor

Participation

Over a two yearly rolling programme each pupil within the school has 12 one-hour sessions with the Forest School. All pupils receiving pupil premium have the same level of provision

Activity

The school has created a Forest School within the grounds of Northern Counties School. The Forest School contains a number of well-established trees, a fire pit, a sitting circle, a large shed for internal study, bird houses, mud gardens etc.

Impact

Evidence indicates;

The lead teacher, supported well by a senior leader has successfully created an environment that promotes self-esteem, creativity, confidence and independence among the pupils at the school.

The lead teacher successfully uses child centered learning centered around supported risk-taking, exploration and play.

The Forest School provides the pupils with a series of long-term sessions that build on the needs and development of the child and young people.

The Forest School approach of learning via exploration fits well with the learning styles of the pupils and young people at Northern Counties School.

The Forest school provides an invaluable element in the curriculum offered at the school.

Evaluation of overall impact



1b) Staff Training and Embedment of suitable SEN phonics materials and training for staff

Activity

Since September 2022 the school has introduced a linguistic phonics approach to our learners, 'Phonics for Pupils with SEN', written by Ann Sullivan.

Participation

All pupils and young pupils receiving pupil premium and who are either the within the semi-formal or formal pathway are offered this approach for teaching phonics.

The approach is designed specifically for pupils with special educational needs and is suitable for pupils with specific learning difficulties such as dyslexia and those who are struggling to acquire age-appropriate literacy skills.

All staff delivering the programme have received comprehensive and on going training in this area

Impact

Gained evidence suggests;

As the scheme was introduced in January 2023 it is yet to fully impact upon practice and pupil progress. However, it does appear be having a significant impact upon the development of early reading skills, comprehension, and the development of vocabulary and spelling

The introduction of the scheme and subsequent training now means that the teaching of phonics is now explicit and systematic to support pupils in making connections between the sound patterns they hear in words and the way that these words are written.

School Improvement Partner Report June 2023 'Pupil Progress in reading and reading skills are improving because of regular practice and good quality phonics teaching. The introduction of the scheme has brought about a significant improvement in the quality of teaching phonics and this has significant positively effected pupil progress.'

Funding has given pupils greater access to a wide range of high-quality texts that encourage them to read about areas of interest and support their learning

The teaching of phonics is now matched to pupils' current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).

The school is aware that phonics improves the accuracy of the child's reading but not necessarily their comprehension. Therefore the school is ensuring that pupils are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should be taught explicitly – where appropriate



2) Creation of a Wellbeing Coordinator role to support pupils, families and staff

Activity

Since April 2022 the school has employed a Wellbeing and Engagement Officer. This appointment is in line with the DFE Guidance on Pupil Premium Spending*

Intent

The stated intent is to "promote well being throughout the school as well as offering support for staff. Students and parent/ carers"

Participation

The Wellbeing and Engagement Officer role is divided into roughly three equal parts – working with pupils, staff and parents / carers

Pupils

All pupils receiving pupil premium and have access to the Wellbeing Coordinator

Currently the Well Being coordinator sees 7 pupils on a weekly basis – 4 of which are eligible for Pupil Premium.

Parents and carers

The WellBeing coordinator is working with or has worked with 41 families in the year 22/23,

Staff

All staff have access to the Wellbeing Coordinator

30% of staff have engage with the support services provided by the Well-being Coordinator since April 2022- that is well over 60 staff

Impact

Staff

The approach adopted is said to be 'a proactive and preventative approach to well being'

Empirical evidence of direct impact on the various type of support staff receive is difficult to ascertain other than;

- 86% of staff who completed the staff questionnaire say that they have a reward job and feel they work in supportive team
- Staff absence has improved significant over the last 12 months
- Staff written feedback is very positive about the provision
- Anecdotal evidence from conversations with staff indicate that staff are extremely positive about the provision



Pupils

Empirical evidence of direct impact on the various type of support pupils receive is difficult to ascertain.

With pupils receiving 1-1 support there is universal support of the view that this is having a very positive impact on the wellbeing of the pupils. The

wellbeing Coordinator provides an important element of the whole school approach help pupils cope with day to day challenges, develops confidence and resilience.

The whole school enrichment days are extremely successful in promoting positive environments for promoting engagement and positive interactions between pupils.

The school council has developed significantly over the last 18 with the guidance and support of the Wellbeing Coordinator



Parents and carers

The approach to Parental and carer support by the Wellbeing Coordinator is varied- consisting of the following;

- Parent/ Carer coffee morning
- Parents Evenings
- Family events open to all – eg – Summer Picnic
- Parent carer signposting and referral service
- Friends of Northern Counties
- Drop in sessions
- Parent/ Carer course

Empirical evidence of direct impact on the various type of support families and carers receive is difficult to ascertain. However, there is a wealth of anecdotal evidence to suggest that is well receiving and successful in supporting and helping families



3) Sensory Integration

Sensory integration therapy at Northern Counties School is carried out by a qualified SI Practitioners: these are occupational therapist who has undertaken additional, rigorous postgraduate training in SI. This training involves developing a detailed understanding of the neuroscience and evidence base underpinning sensory integration as well as developing expertise in assessing and providing intervention for pupils with sensory integration problems.

Pupil Premium funding has in part allowed the creation of an SI base within the school designed by the School's Advanced Sensory Integration Lead and installed by Rhino Sensory UK.

The SI base has allowed SI therapy (or SI interventions) to be carried out in a specifically built environment with specialist equipment this includes;

C frame swing with an array of attachments

- Climbing wall with crash mats
- Soft play pieces with slide, platforms, tunnel, and steps
- Sunken trampoline
- Ball pool
- Squeeze machine
- Dark den
- Whizzy dizzy
- Therapy balls and seating
- LED light stimulation
- Soft padding to walls and floor
- Variety of balance equipment

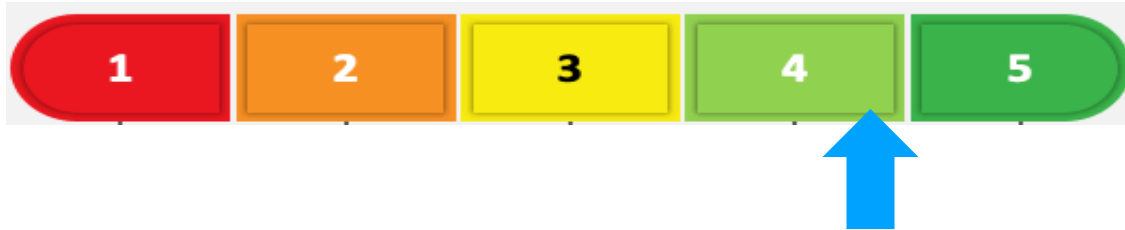
This equipment ensures a sensory rich environment for students to have the opportunity to gain vestibular (movement), proprioceptive (deep pressure), tactile (touch), visual and auditory (sound) feedback to satisfy their senses.

Impact

The SI room is also designed to facilitate **Ayre's Sensory Integration (ASI) therapy**

Research conducted in the United States has found that occupational therapy using Ayres Sensory Integration® is an effective evidence-based intervention for pupils with autism spectrum disorder (ASD).

School based evidence shows that for a SI have a significant impact upon a number of pupil's communication, cognition, and motor skills. In others it has improved social, behavioural, and motor skills.



Conclusion

Pupil Premium monies are being used appropriate and very effectively to additionally support pupils who are eligible for the funding.