

Pupil premium strategy statement

This statement details Northern Counties School's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding this academic year and the outcomes for disadvantaged pupils last academic year.

School Overview

Detail	Data
School name	Northern Counties School
Number of pupils in school	88
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers	2022-25
Date this statement was published.	December 2024
The date on which it will be reviewed	July 2025
Statement authorised by	Martin Lonergan Headteacher
Pupil premium lead	Simon Adams Ros Field Abi Cowie
Governor / Trustee lead	Jeff Lough

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,590
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£62,590

Part A: Pupil premium strategy plan

Statement of intent

We aim to use pupil premium funding to help us achieve and sustain positive outcomes for our most disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we have identified some key areas that will support our pupils to acquire new knowledge and skills and to be able to transfer and apply these in their daily lives. These include:

1. Communication skills: receptive, expressive, and social communication skills
2. Wellbeing: happiness and emotional regulation
3. Independence skills: functionality in the activities of daily living
4. Parental engagement: support parents/carers to develop skills and access resources and training to help pupils achieve their EHCP outcomes.

Pupil premium funding will be used in different ways by different cohorts. Central to our approach is high-quality teaching and therapy focused on the needs of our most disadvantaged pupils but includes some strategies that will benefit our pupils. All our pupils have Education, Health, and Care Plans, and many have complex and co-morbid needs, so we will plan to help our non-disadvantaged pupils alongside their disadvantaged peers. Given the effective use of pupil premium funding in 2021-22 that led to disadvantaged pupils making better rates of progress than non-disadvantaged peers, we would seek to maintain the tangible benefits of some of these strategies through the next three academic years.

We will continue to support disadvantaged pupils to promote their independence and social skills through targeted therapy and positive risk-taking.

Pupil wellbeing post-pandemic continues to be a focus for the school. If students are settled and ready to learn, families can engage and support the development of a waking-hours curriculum.

Our strategy will be driven by the needs and strengths of the young people as described within their EHCPs. Pupil outcomes are based on detailed observation and assessments in conjunction with the summative assessment models in place within the school. At the heart of our approach is the provision of targeted actions to develop the knowledge, skills, understanding and 'readiness for learning' that prepare our young people for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	<p>Communication skills: receptive, expressive, and social communication skills</p> <p>Our assessments, observations and discussions with pupils and their families/carers show significant and pervasive productive and receptive communication difficulties.</p>
2	<p>Wellbeing: happiness and emotional regulation</p> <p>Our assessment, observations and discussions with pupils and their families/carers identify that our pupils have significant emotional difficulties that impact on their wellbeing and ability to make academic progress. The pandemic has negatively impacted staff recruitment and retention, although the school has shown some recovery and increased stability from this in recent months.</p>
3	<p>Independence skills: functionality in the activities of daily living</p> <p>Our assessments, observations and discussions with pupils and their families/carers demonstrate that disadvantaged pupils have fewer opportunities to develop functionality in most aspects of daily living and require targeted support to achieve this. They need more support than their non-disadvantaged peers to gain independence skills.</p>
4	<p>Parental engagement: support parents/carers to develop skills and access resources to help pupils achieve their EHCP outcomes. Our conversations with families/carers indicate that they need and welcome opportunities to support each other, develop an understanding about their children's diagnoses, and develop communication skills that enable them to communicate effectively with their children and help them achieve their full potential. Parents need to feel engaged with the school and be able to rely on the school for coordinated emotional, well-being, moral and signposted support.</p>

Intended outcomes.

This explains the outcomes we aim for **by the end of our current strategy plan** and how we will measure whether they have been achieved.

	Intended outcome	Success criteria - at the end of our 3-year strategy - July 2025
1	<p>Communication skills</p> <p>Improve language comprehension and expression for disadvantaged pupils so that they can express themselves more effectively.</p>	80% of pupils achieve their EHCP communication outcomes
2	<p>Wellbeing</p>	90% of pupils achieve their iASEND PSED target (July 2025)

	<p>Pupils are well-regulated and can attend to learning tasks for increased periods.</p> <p>Staff feel supported in school.</p>	<p>24-month staff turnover reduces by 50%</p> <p>Overall staff feedback through Hive increases from 6.5 to 7.5.</p> <p>Parent View responses reach the following rates:</p> <ul style="list-style-type: none"> • Concerns are dealt with correctly 90% (from 76%) • School supports my child's personal development 90% (from 78%) • I would recommend this school 93% (from 83%)
3	<p>Independence skills</p> <p>Pupils develop skills to improve their independence in the activities of daily living.</p>	<p>80% of pupils achieve their EHCP independence outcomes.</p>
4	<p>Parental engagement</p> <p>Parents/carers feel skilled in creating supportive routines, environments, and communication with their children.</p>	<p>50% of parents/carers engage with pupil-centred sessions (workshops, training, or stay-and-play type activities), parent consultations and coffee mornings. Uptake and engagement through Marvellous Me and Earwig are increased to 50% or greater.</p>

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 abovementioned challenges.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £23,286 per annum

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a part-time outdoor learning tutor.	<p>Forest School is a learning philosophy focused on child-led learning in a natural environment. It is a long-term process led by trained Forest School leaders who facilitate supported risk as well as facilitating holistic learning.</p> <p>https://www.cambridgeforestschoools.co.uk/schools/forest-school-and-outdoor-learning-research/</p> <p>https://www.lboro.ac.uk/media-centre/press-releases/2017/october/study-reveals-forest-school-benefits</p> <p>The Forest School impact on children: reviewing two decades of research. https://www.tandfonline.com/doi/abs/10.1080/03004279.2021.1889013</p>	1, 2, 3

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

Budgeted cost: £6,351

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Equipment to support sensory integration needs and readiness for learning.</p> <p>Including:</p> <p>Contribution to outdoor play and sensory regulation areas at Hillcrest</p> <p>Contribution to the Sensory Integration room in the main building</p>	<p>A planned integrated approach between teachers and therapists provides the best opportunities for pupils with sensory integration needs to develop the skills for everyday living. https://www.sensoryintegrationeducation.com/courses/take/sensory-integration-education-conference-2021-22-november-2021/lessons/29429501-integrating-therapy-and-education-by-rachael-thompson-bsc-pgce-with-qts-pgcert-in-si-msc-occupational-therapy</p> <p>Peden, M. (2021) 'The Underestimated Value of Sensory Play in Early Childhood Education', PEDAGOGICAL THINKER IN RESIDENCE, BIG FAT SMILE https://thesector.com.au/2021/03/24/the-underestimated-value-of-sensory-play-in-early-childhood-education/</p> <p>Uncommon Sense: Interactive Sensory toys that encourage Social Interaction among children with Autism. http://homepage.divms.uiowa.edu/~hourcade/idc2012-specialneeds/dsouza.pdf</p> <p>Bundy, A., Lane, S., Mulligan, S., & Reynolds, S. (2020). <i>Sensory integration: theory and practice</i> (Third edition.). F. A. Davis.</p> <p>Ofsted guidance: Positive environments where children can flourish. Updated 6 October 2021</p> <p>Staff expertise, capable environments and active, positive behaviour support reduce dysregulation and the use of restrictive practices, increase attention, and enable pupils to access learning tasks.</p> <p>Ayres, A. J. (1972). Sensory integration and learning disorders. Los Angeles, CA: <i>Western Psychological Services</i>. Analyses Reappraised. <i>Journal of Learning Disabilities</i>, 24(3), 160–168. https://doi.org/10.1177/002221949102400304</p> <p>Barnsley, B. & Bates, L. (2021) 'An Evaluation of Sensory Diets and the Impact on Sensory</p>	<p>2, 3</p>

	Processing, Engagement and the Wellbeing of Autistic Children'. <i>Good Autism Practice (GAP)</i> Vol. 22, Number 1. Bild. https://www.ingentaconnect.com/contentone/bild/gap/2021/00000022/00000001/art00005#Refs	
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More comprehensive strategies (for example, related to attendance, behaviour, and wellbeing)

Budgeted cost: £32,953 per annum

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintenance of a Wellbeing Coordinator role to support pupils, families, and staff	<p>The House of Commons Education and Health Committee published their report 'Children and young people's Health - the Role of education' in May 2017, and the DfE produced 'Mental Health and behaviour in Schools' in November 2018. Both reports highlight the importance of promoting positive mental health outcomes for students and the schools' role in this.</p> <p>Mental health and behaviour in schools</p> <p>https://publications.parliament.uk/pa/cm201617/cmselect/cmhealth/849/849.pdf</p> <p>Furthermore, the DfE launched guidance around promoting and supporting mental health and wellbeing in schools and colleges in June 2021 (and updated in November 2022). Taking a coordinated and evidence-informed approach to mental health in schools and colleges leads to improved pupil and student wellbeing, which, in turn, can improve learning.</p>	2, 4

	https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges	
Parent/carer engagement through support for individuals and groups and workshops.	The Education Endowment Foundation produced their report, 'How can schools support parents' engagement in their children's learning? Evidence from research and practice. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/parental-engagement	4

Total budgeted cost: £ 62,590

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

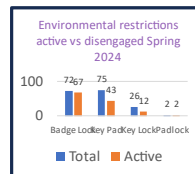
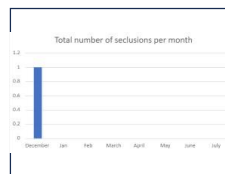
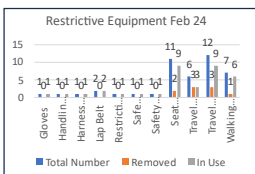
This details our pupil premium activity's impact on pupils in the 2023 to 2024 academic year.

iASEND – 90% of learners have achieved or exceeded their targets. Five learners did not achieve or exceed their targets, two of these had very low attendance/engagement in the curriculum. The remaining three all achieved the iASEND set target, but not the challenging extended target set by school. By subject, we exceeded anticipated progress in all areas.

	Intended outcome	Success criteria - at the end of our 3-year strategy - July 2025	Progress 2023-24	Evidence
1	Communication skills Improve language comprehension and expression for disadvantaged pupils so that they can express themselves more effectively.	80% of pupils achieve their EHCP communication outcomes	On track	IEP progress data
2	Wellbeing Pupils are well-regulated and can attend to learning tasks for increased periods. Staff feel supported in school.	90% of pupils achieve their iASEND PSED target (July 2025) 24-month staff turnover reduces by 50% Overall staff feedback through Hive increases from 6.5 to 7.5. Parent View responses reach the following rates: <ul style="list-style-type: none"> Concerns are dealt with correctly 90% (from 76%) School supports my child's personal development 90% (from 78%) I would recommend this school 93% (from 83%) 	On track	iASEND. 90% of learners achieve or exceed targets
3	Independence skills Pupils develop skills to improve their independence in the activities of daily living.	80% of pupils achieve their EHCP independence outcomes.	On track	IEP progress data
4	Parental engagement Parents/carers feel skilled in creating supportive routines, environments, and communication with their children.	50% of parents/carers engage with pupil-centred sessions (workshops, training, or stay-and-play type activities), parent consultations and coffee mornings. Uptake and engagement through Marvellous Me and Earwig are increased to 50% or greater.	Partially achieved	A small number of parents engage regularly and frequently with support sessions and staff.

Northern Counties Restrictive Practices Dashboard June-July 2024 – 34 school days

Audit Checker	Review Date	Actions / Changes in practice / Analysis	Restrictive Practice Requests: 0 Restrictive Practice Approval: 0	NAPPI training figures vs TNA compliance Compliant X Non-Compliant Y
RPI's monthly data	End of March 24	Review end of March 2024 – all incidents have appropriate follow up actions completed – No outstanding debriefs	Risk assessments and skill building plans In place X Outstanding Y Data collection in development	Restrictive Practice whole school training Percentage 79%
Seclusion	End of March 24	0 incidents of seclusion in March 2024		
Chemical	End of March 24	No instances of PRN administered– monitor throughout duration of prescription	MCA's (for Physical, Seclusion, Chemical, Equipment, Environment) In Place 2 In progress 0	RRN compliance figures staff training Compliant 54 Non-Compliant 46
Equipment	Feb 24	Updated and reviewed Equipment request process		
Environment	March 24	Updated environmental restrictions audit		
Blanket	March 24	Class teams updated blanket restrictions audit		
Cultural and Psychological	March 24	Risk assessment for closed cultures to be written and distributed		



Two learners currently have PRN prescribed for behaviour. 3 PRN for behaviour administered in June, 0 in July

In total, 9 pieces of restrictive equipment have been removed this academic year, with 35 pieces of equipment in use

No learners secluded in June and July 2024

June & July 2024 totals:
NAPPI Level 1 - June: 22 July: 16
NAPPI Level 2 - June: 2 July: 2
NAPPI Level 3 - June: 2 July: 0

Environmental restrictions regularly reviewed to assess appropriateness

Externally provided programmes.

Please include the names of any non-DfE programmes you purchased in the previous academic year. This will help the Department for Education identify popular ones in England.

Programme	Provider
Phonics for Pupils with SEN	Ann Sullivan