

Pupil premium strategy statement - Dec 2021

premium for the 2021 to 2022 academic year) 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

School overview

Detail	Data
School name	Northern Counties School
Number of pupils in school	95 (12.11.21)
Proportion (%) of pupil premium eligible pupils	46 of 95 = 48.4%
Academic year/years that our current pupil premium strategy plan covers	2021-22 2022-23 2023-24
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jo Allen Headteacher
Pupil premium lead	Simon Adams
Governor / Trustee lead	Susan Jopling

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,365
Recovery premium funding allocation this academic year	£10,730
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£67,535
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£122,630 N/A

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us to 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:

Cognition and learning: academic attainment

Communication skills: receptive, expressive and social communication skills

Wellbeing: happiness and emotional regulation

Personal development and behaviour: attendance, positive behaviour support including capable environments

Independence skills: functionality in the activities of daily living

Physical and sensory: movement, mobility and medical needs

Parental engagement: support parents / carers to develop skills and access resources and training that will help pupils to achieve their EHCP outcomes

Challenges

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

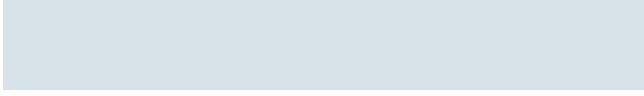
Challenge number	Detail of challenge
1	<p>Cognition and learning: academic attainment</p> <p>Our assessments demonstrate that our pupils make less progress from their starting points than their peers. We will address all areas of the curriculum with a particular focus on phonics and early reading skills, science and computing.</p>
2	<p>Communication skills: receptive, expressive and social communication skills</p> <p>Our assessments, observations and discussions with pupils and their families / carers show that they have significant and pervasive productive and receptive communication difficulties.</p>
3	<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. Staff recruitment and retention has been negatively impacted by the pandemic.</p>
4	<p>Personal development and behaviour: attendance, positive behaviour support including capable environments</p> <p>Our assessments, observations and discussions with pupils and their families / carers demonstrate a need for enhanced positive behaviour support strategies, including high quality analysis and liaison with other stakeholders. Capable environments where pupil physical, sensory and emotional needs can be met are key to individual progress.</p>
5	<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 require support to gain independence skills.</p>

Physical and sensory: movement, mobility and medical care needs

- 6
- Through our assessments, observations and discussions with pupils and their families / carers we know that pupils with PMLD need to be appropriately supported with all aspects of their medical care including positioning. Our students have a diverse range of care needs requiring a personalised approach ensuring medical needs are met and there are sufficient moueP 0 1 4

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.



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: £19,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Purchase a range of fiction and non-

Sensory resources for pre-formal learners

The DfE produced statutory guidance, The Engagement Model, following the recommendations of the Rochford Review for students not yet engaged in national curriculum learning.

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachm>

	<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>Positive behaviour support strategies and the provision of capable environments</p>	<p>https://www.bild.org.uk/resource/perma-booklet/ https://www.bild.org.uk/wp-content/uploads/2020/06/PBS-in-schools-1-scaled.jpg https://www.nice.org.uk/guidance/ng93/chapter/Context https://research.kent.ac.uk/tizard/wp-content/uploads/sites/2302/2019/01/dh2007mansellreport.pdf</p> <p>National Institute for Health and Care Excellence. (2015) Challenging behaviour and learning disabilities: prevention and interventions for people with learning disabilities whose behaviour challenges. Retrieved from: https://www.nice.org.uk/guidance/ng11</p> <p>Osgood, T (2019) Getting the environment right. IN: Baker, P and Osgood, T (Eds), <i>Understanding and Responding to Behaviour that Challenges in Intellectual Disabilities</i> (pp. 109-118): Pavilion</p> <p>McGill, P, Bradshaw, J, Smyth, G, Hurman, M and Ashok, R. (2020) <i>Capable Environments</i> Tizard Learning Disability Review, doi.org/10.1108/TLDR-05-2020-0007 https://kar.kent.ac.uk/83154/1/PDF_Proof.PDF</p> <p>Zones of Regulation https://www.zonesofregulation.com/research--evidence-base.html</p>	<p>4</p>

Specialist equipment for activities of daily living and preparation for adulthood

Pupils with SEN can need additional supports to learn how to perform activities of daily living.

The

American Journal of Occupational Therapy, 64(3) pp. 430-

	<p>Reilly S, Skuse DH, Poblete X. The prevalence of feeding problems and oral motor dysfunction in children with cerebral palsy: a community survey. Journal of Paediatrics 1996; 129(6): 877-882. https://pubmed.ncbi.nlm.nih.gov/8969730/</p> <p>Arvedson J, Rogers B, Buck G, Smart P, Msall M. Silent aspiration prominent in children with dysphagia. International Journal of Pediatric Otorhinolaryngology 1994; 28(1): 173-181. https://pubmed.ncbi.nlm.nih.gov/8157416/</p>	
Parent / carer engagement through support for individuals and groups and workshops.	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/parental-engagement	7

Total budgeted cost: £ 122,630

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.

Whole year data for 2019-20 and 2020-21 is available but, due to covid-19, includes data captured when significant numbers of pupils accessed home learning.

Externally provided programmes

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

Programme	Provider
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