

Pupil premium strategy statement - Dec 2021

This statement details Northern Counties School's use of pupil premium funding (and recovery 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 and the effect that last year's spending of pupil premium had within our school.

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:

1. Cognition and learning: academic attainment
2. Communication skills: receptive, expressive and social communication skills
3. Wellbeing: happiness and emotional regulation
4. Personal development and behaviour: attendance, positive behaviour support including capable environments
5. Independence skills: functionality in the activities of daily living
6. Physical and sensory: movement, mobility and medical needs
7. Parental engagement: support parents / carers to develop skills and access resources and training that will help pupils to 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 that is focussed on the needs of our most disadvantaged pupils but includes some strategies that will benefit our pupils as a whole. All our pupils have Education, Health and Care Plans and many have complex and pervasive needs so we will plan to benefit our non-disadvantaged pupils alongside their disadvantaged peers.

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

Pupil wellbeing has been impacted by the covid pandemic as many pupils were unable to attend school or had their attendance disrupted for extended periods of time. During these times they were unable to socialise with their peers or to access the community and use their skills functionally in a range of settings.

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 and are developed in conjunction with pupils and their families and carers. At the heart of our approach is the provision of targeted actions in order to develop the knowledge, skills and understanding 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>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>
6	<p>Physical and sensory: movement, mobility and medical care needs</p> <p>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 movement breaks to reduce postural deterioration. Pupils with sensory integration needs require appropriate movement breaks to promote regulation.</p>
7	<p>Parental engagement: support parents / carers to develop skills and access resources that will help pupils to achieve their EHCP outcomes</p> <p>Our conversations with families / carers indicate that they need and welcome opportunities to support each other and develop understanding about the diagnoses that their children have and to develop communication skills that enable them to communicate effectively with their child and support them to achieve their full potential.</p>

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.

	Intended outcome	Success criteria - at the end of our 3 year strategy - July 2024
1	<p>Cognition and learning Improved achievement for disadvantaged pupils in all areas of learning with a focus on phonics and early reading skills, science and computing.</p>	<p>Achievement of improved performance, as demonstrated by our end of year assessments: 90% of pre-formal learners achieve all their EHCP targets 90% of semi-formal learners achieve their C&L targets on iASEND. 90% of formal learners achieve accreditation in line with their targets.</p>
2	<p>Communication skills Improve language comprehension and expression for disadvantaged pupils so that they can express themselves more effectively.</p>	<p>80% of pupils achieve their EHCP communication outcomes</p>
3	<p>Wellbeing Pupils are well regulated and able to attend to learning tasks for increased periods of time. Staff feel supported in school.</p>	<p>90% of pupils achieve their iASEND PSED target (July 2024) 24 month staff turnover reduces by 50% Overall staff feedback through Hive increases from 6.5 to 7.5</p>
4	<p>Personal development and behaviour Physical, sensory and emotional environments support pupils' learning.</p>	<p>Restrictive practices are reduced wherever possible. Case studies demonstrate the positive impact of PBS strategies on pupils. Pupils access PBS support in Bild PBS tiers model norms: Tier 1 = 80%, Tier 2 = 15%, Tier 3= 5%. Changing from known starting points: Tier 1 = 56%, Tier 2 = 20%, Tier 3 = 23%</p>
5	<p>Independence skills Pupils develop skills to improve their independence in the activities of daily living.</p>	<p>80% of pupils achieve their EHCP independence outcomes.</p>
6	<p>Physical and sensory Pupils have appropriate seating and have movement opportunities threaded through their days. Pupils are supported so their healthcare needs are met effectively and efficiently to ensure maximum time spent engaged in learning.</p>	<p>80% of pupils achieve their EHCP targets related to physical and sensory needs Pupils with significant medical needs attendance at school improves from their starting points. Pupils are rehabilitated back into school following a spell of ill health. Case studies for individuals.</p>
7	<p>Parental engagement Parents / carers feel skilled in creating supportive routines, environment and communication with their child.</p>	<p>50% of parents / carers engage with pupil centred sessions (workshops, training or stay and play type activities).</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 challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £19,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase a range of fiction and non-fiction texts, sensory books, audiobooks and readers for library and classes	The DfE produced The reading framework: teaching the foundations of literacy July 2021 https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy	1
Purchase specialist classroom resources, schemes and teacher training that support learning in maths, science and computing	The Key for School Leaders has guidance on Classroom provision for pupils with SEND. https://schoolleaders.thekeysupport.com/curriculum-and-learning/curriculum-guidance-all-phases/subject-monitoring/evaluating-classroom-provision-for-pupils-with-send/?marker=full-search-q-science%20sen-result-10	1
Purchase of a range of suitable SEN phonics materials and training for staff	Pupils with SEN need access to motivating phonics materials that suit their individual learning needs. Sullivan, A. 'Phonics for Pupils with Special Educational Needs' https://www.phonicsforpupilswithspecialeducationalneeds.com/ The National Deaf Children's Society states that Deaf children need access to a language rich environment to develop good language skills. Deaf students need to acquire phonic skills to support literacy development and be given opportunities to develop language skills to develop reading skills Teaching phonics to deaf children: Guidance for teachers	1

Sensory resources for pre-formal learners	<p>The DfE produced statutory guidance, The Engagement Model, following the recommendations of the Rochford Review for students not yet engaged in national curriculum learning.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/903458/Engagement_Model_Guidance_2020.pdf</p>	1
Enhance EYFS provision - small world play	<p>DfE Development Matters Non-statutory curriculum guidance for the early years foundation stage. First published September 2020 Revised July 2021. Playing and exploring, active learning and creating and thinking critically are key areas for early learners.</p>	1

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

Budgeted cost: £39,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Magic carpet projector for the Armstrong Centre to promote communication, movement and interaction</p>	<p>Magic Carpet™ is an award-winning interactive projection system that displays motion responsive games and activities on to floors, tables and beds. Magic Carpet™ offers a wide variety of stimulating content that is suitable for multi-sensory exploration, play, learning, therapy and relaxation.</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>Mainly 2 But also 1, 3, 4, 5, 6</p>
<p>Additional and Augmented Communication (AAC) equipment and training</p>	<p>Some pupils require appropriate high and low tech communication aids to support and develop their receptive and expressive communication skills.</p> <p>Picture Exchange Communication System: PECS® - Picture Exchange Communication System (pecs-unitedkingdom.com) Evidence-Based Practices - PECS UK (pecs-unitedkingdom.com)</p> <p>Core Vocabulary: Presentations and Publications – Project Core (project-core.com) Implementing Classroom-based AAC Instruction for Beginning Communicators with Significant Disabilities (PDF, 31 pages, 38 MB) by Dr. Lori Geist, Dr. Claire Greer, Kathryn Dorney, and Sofia Benson-Goldberg Geist, L. (2020). Classroom-based communication instruction: The Project Core implementation</p>	<p>2</p>

	<p>model. <i>Closing the Gap Solutions Annual Resource Directory</i>, 38, 3-8.</p> <p>Additional and Augmented Communication: LAMP - AAC and Autism Liberator Ltd Research Liberator Ltd dagq 2 - printable.pdf (mytobiidynavox.com) What is AAC? - Tobii Dynavox US</p>	
Employ a part time outdoor learning tutor	<p>Forest School is a philosophy of learning 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>	3
Staff training for early communication skills with autistic pupils	<p>Early Years - Building social communication skills is a vital component in creating a capable environment where children's anxiety is reduced as their needs are being met. Principles of this evidence based on parent-child interaction applied to coaching adults in school.</p> <p>Freeman, S. & Kasari, C. (2013). Parent-child interactions in autism: Characteristics of play. <i>Autism</i>, 17(2), 147-161.</p> <p>Sussman, F. (2012). <i>More Than Words: A Parent's Guide to Building Interaction and Language Skills for Children with Autism Spectrum Disorder or Social Communication Difficulties</i>. Toronto, ON: The Hanen Centre.</p> <p>Attention Autism is an approach to support young people with Autism. It was designed by Gina Davies, Specialist Speech and Language Therapist. It aims to develop natural and spontaneous communication through the use of visually based and highly motivating</p> <p>https://ginadavies.co.uk/</p>	3
Functional skills learning environment for post-14 class	<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</p>	3

	<p>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>Kao, Y. C., Coster, W., Cohn, E. S., & Orsmond, G. I. (2021). Preparation for Adulthood: Shifting Responsibility for Management of Daily Tasks From Parents to Their Children. <i>The American journal of occupational therapy : official publication of the American Occupational Therapy Association</i>, 75(2), 7502205050p1–7502205050p11. https://doi.org/10.5014/ajot.2020.041723</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creation 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 behavior in schools' in November 2018. Both reports highlight the importance of promoting positive mental health outcomes for students and 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>	3
Sensory integration assessments, equipment and texts that promote staff understanding and support for pupil regulation, engagement and play	<p>Staff expertise, capable environments and active positive behaviour support reduce dysregulation and the use of restrictive practises, 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 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</p> <p>Bestbier, L., & Williams, T. (2017). The Immediate Effects of Deep Pressure on Young People with Autism and Severe Intellectual Difficulties: Demonstrating Individual Differences. <i>Occupational Therapy International</i>, 2017, 7534972–7534977. https://doi.org/10.1155/2017/7534972</p>	3

	<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>Positive Behaviour Support (PBS) is about working in partnership with people, treating them with dignity and respect and enabling them to have a better life.</p> <p>All behaviours have a meaning. PBS aims to understand what behaviours that challenge tell us so that the person’s needs can be met in better ways. The way the person is supported often has to change to achieve this and this needs to be regularly reviewed by all the people involved.</p> <p>PBS is an approach that puts the person at the centre to make systems work for the person. We give the right support at the right time so people can thrive to their potential.</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), Understanding and Responding to Behaviour that Challenges in Intellectual Disabilities (pp. 109-118): Pavilion</p> <p>McGill, P, Bradshaw, J, Smyth, G, Hurman, M and Ashok, R. (2020) Capable Environments 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>

<p>Specialist equipment for activities of daily living and preparation for adulthood</p>	<p>Pupils with SEN can need additional supports to learn how to perform activities of daily living.</p> <p>Koenig, K.P. & Rudney S.G. (2010) ‘ Performance Challenges For Children and Adolescents With Difficulty Processing and Integrating Sensory Information: A Systematic Review’, <i>The American Journal of Occupational Therapy</i>, 64(3) pp. 430-442 Retrieved from: https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.1039.5364&rep=rep1&type=pdf</p> <p>Stein L.I., <i>et al.</i>’(2011) Oral Care and Sensory Sensitivities in Children With Autistic Spectrum Disorder’ <i>Special Care Dentistry</i>, 31(3) pp.102-110 Retrieved from: https://onlinelibrary.wiley.com/doi/epdf/10.1111/j.1754-4505.2011.00187.x</p> <p>Volkan-Yazici, M., Elbasan,B. & Yazici, G. (2018) ‘Motor Performance and Activities of Daily Living in Children With Neurodevelopmental Disorders’, <i>Iranian Journal of Pediatrics</i>, 28(6):e65396. doi:10.512/ijp.65396 Retrieved from: https://sites.kowsarpub.com/ijp/articles/65396.html</p>	<p>5</p>
<p>Purchase positioning equipment for individual pupils: Acheeva bed, Innowalks accessories, access to hydro</p>	<p>Pupils need to have exercise movement breaks in order to maintain good physical and mental health. Good postural management supports chest health, reducing likelihood of recurrent infection. Projectors and sensory lights promote engagement on Innowalks, enabling active movement for longer periods.</p> <p>https://pamis.org.uk/site/uploads/a5-booklet-final.pdf https://link.springer.com/chapter/10.1007/978-3-319-08141-0_14</p> <p>Management of postural Body Care Chia SH (2005) Assessment for and provision of positioning equipment for children with motor impairments. <i>Int J Ther Rehabil</i> 12(3):126–131</p>	<p>6</p>
<p>Specialist equipment and training for meeting pupils’ dysphagia needs</p>	<p>Feeding problems and silent aspiration are significant issues with a number of our pupils.</p> <p>Calis EAC, Veugelers R, Sheppard JJ, Tibboeli D, Evenhuis HM, Penning C. Dysphagia in children with severe generalized cerebral palsy and intellectual disability. <i>Developmental Medicine and Child Neurology</i> 2008; 50(8): 625-630 https://pubmed.ncbi.nlm.nih.gov/18754902/</p>	<p>6</p>

	<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.	<p>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</p>	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
N/A	