# Pupil premium strategy statement – North View Academy 2022-23

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| Number of pupils in school | 85 |
| Proportion (%) of pupil premium eligible pupils | 54% |
| Academic year/years that our current pupil premium strategy plan covers | 2022/23 |
| Date this statement was published | November 2022 |
| Date on which it will be reviewed | March 2023 |
| Statement authorised by | G Mellefont |
| Pupil premium lead | G Mellefont |
| Governor / Trustee lead | Christine Collins |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £66120 |
| Recovery premium funding allocation this academic year | £ 22040 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)*  *\*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.* | £0 |
| **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* | £87139 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| North View Academy School is a SEMH/ASD special school providing education for students with EHCP’s. All of our pupils therefore have special educational needs with a significant number of our pupils who face barriers to access learning that without appropriate support can impact on their engagement and progress. North View Academy follows the National Curriculum and we provide a balance of learning opportunities inside and outside of the classroom.   * The curriculum aims to:   + produce young people that are successful learners, confident individuals and responsible citizens.   Our current Pupil Premium strategy focuses on addressing the key challenges that our pupils face in relation to accessing the curriculum appropriately and meeting our curriculum aims. It also supports the provision of a curriculum that maintains pupil engagement in learning and offers a positive educational experience.  Through these strategies we aim to:   * ensure our pupils achieve in every aspect of school life * provide personal development opportunities * equip our pupils with the necessary skills to understand and manage their behaviours more appropriately thus allowing them to engage positively in their learning * develop and cultivate self-esteem and confidence   The current pupil premium strategy focuses on addressing the key challenges that our pupils, especially those who are receipt of pupil premium funding, face in relation to meeting our curriculum aims. It also supports the provision of a curriculum which is delivers a positive educational experience that cultivates high self- esteem and ensures that all members of the school community can take advantage of both learning, and personal development opportunities to make good progress and prepare them for the next stage of life, as well as equipping pupils with the necessary strategies which can impact upon behaviours in the academic environment. |

## 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 | All pupils have Autistic Spectrum Disorder/Social and Emotional Mental Health Needs. Low self-esteem / self- confidence is an issue for many pupils. Many pupils have additional Special Educational Needs (such as Speech Language and Communication Needs and Attention Deficit Hyperactivity Disorder). Children who are Looked After (Children in Care) may experience a number of placements both in their education and in their home life, impacting on the whole pupil academically and emotionally – these impact on academic outcomes. |
| 2 | Experience of disruption to education due to behaviour impacting on continuity of learning in their previous provision as needs were not able to be met. |
| 3 | Pupils have experienced gaps in learning. A large proportion of pupils have experienced sus- pensions as a result of behavioural incidents leading to disrupted education and attendance. COVID-19 will also impact on the attendance of some pupils in previous years. At Key Stage 2 this had a particular impact on prior learning with many of our more mobile pupils (those arriving in Year 5 and 6) |
| 4 | Situations at home can impact on the social, emotional and mental health of pupils. Pupils can lack access to enrichment and personal development activities that promote independence and better mental health outcomes |
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## 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 |
| Pupils catch up basic skills in reading, writing, SPAG and mathematics to what they were prior to the COVID-19 outbreak.  Pupils who are furthest behind expected ability are prioritised for catch up and Y6 ready for SAT’s | Regular Y6 work discussion groups held to talk about specific children, their barriers and next step actions to secure swift catch up  Regular data capture and team analysis for gaps and adjust planning/ lesson content and targeted interventions accordingly  October SATs week ‘data grab’ to assess initial starting points for SATs - intervention groups identified for reading and maths - regular timetabled ‘SATs booster’ afternoon interventions to be outlined.  Spring term 2023 Y5 - identify any pupils continuing to fall behind and implement targeted interventions to plug gaps |
| Core knowledge is prioritised for teaching in all foundation stage subjects.  Pupils experience a broad curriculum where catch up & gaps in literacy & numeracy are identified and addressed  There will be a cross curricular termly writing expectation for all | Fine tuning of LT Curriculum Plan - organised so all subjects are taught with maximum connection to enable successful cross-curricular planning with subject knowledge & skills supporting & consolidating learning  Extensive curriculum resource purchased to support the teaching and learning of all curriculum areas through planning; power points; activities; assessment etc (excl -French); Viewed & considered by Subject Leads alongside Curriculum Lead & organised to maximise links; eliminate duplication & specify resource to topic areas studied. Some changes to curriculum programmes of study, resources with catalogue formation & guidance provided to all teaching staff for effective use  INSET for all teaching staff in relation to new resources - organisation; use; access; catalogues; recording information and evidencing work - September/October 22  Regular curriculum meetings to review; discuss and adapt approach; reflect on resources and progress of pupils  Termly whole school cross-curricular writing assessment and moderation weeks identified in yearly pacer  Moderation between staff of writing assessments – half termly. External moderation of baselines.  Regular literacy & numeracy meetings planned in yearly pacer to enable staff & leads to raise issues / progress be identified & acted upon |
| Pupils' physical health improves. | Curriculum leads to have regular discussion meetings with all staff delivering PE to ensure pupils are accessing regular PE lessons and are offered additional opportunities for physical activities - break times, active classroom and the daily mile. Resources for activities sourced and purchased |
| Pupils whose mental health has been affected not only during the pandemic but also due to the nature of their SEN are prioritised for support. The staff and pupils will have a better understanding of their SEMH needs and what prevents them from access to their learning. Staff can adapt teaching to needs to develop social and emotional skills of pupils and improve behaviours | Mental health first aid training provided for key staff and CPD (Supply For Days out on CPD)  Pupil Voice and discussion  Personal development/ mental health check in groups timetabled  PSHE assemblies and celebration - World Mental Health Day an event identified to recognise in Autumn term  Children’s Mental Health Week – February 6th 2023  Mental Health Awareness Week - summer term  Timetabled ‘drop in’ style discussion/counselling workshop/box for children to put their worries in. |
| Level of attendance improves to pre-COVID levels. | Follow all updated attendance protocols and follow ups on a daily basis and engage parents in discussion with their fears and anxieties around school attendance, provide social stories and materials for parents and staff. half termly rewards and incentives for pupils for attendance. Regular meeting to review attendance and procedures with Attendance lead from the trust ( P Stones) |
| Pupils quickly settle into school routines and adhere to the school behaviour policy. They increase their capacity to cope with full days back into school | All pupils including those new to the provision will have a Boxall profile assessment completed or added to in the Autumn term focusing on social, emotional and behavioural development. The assessment identifies the level of these skills pupils possess to access learning and highlights areas for development. This allows staff to set appropriate targets/focus areas in order to support pupils with their social, emotional and behavioural difficulties and address key areas of the EHC plan.  Each pupil is assessed termly with previous targets being evaluated and new targets being set once success has been achieved in those focus areas. The Boxall profiles are monitored and overseen by the school SENDCo  major problem areas that the pupil finds very difficult to manage in order to address some of the key areas of the EHC plan. These will be evaluated and a new assessment completed on a termly basis by teaching staff to identify key focus areas , monitored and overseen by the school SENDCO with focus areas assessed, and moderated and new focus areas identified once success has been achieved in those focus areas. Use of CPOMS to monitor rate of incidents |

## 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: £*42000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Develop assessment , curriculum and interventions which respond to the needs of pupils( supporting pupils social ,emotional and behaviourial needs)  Additional LSA/Teacher support to allow staff to provide focussed individual/small group interventions  Attachment and trauma training for staff to raise staff awareness and increase understanding of attachment and trauma in children’s education and to develop strategies to better address needs | From starting points of current cohort and baselines for new entry pupils in year 5 / 6 to provide more personalised and targeted Quality First Teaching and feedback to assist pupil catch up  With an additional LSA support, teacher - targeted tutoring can take place during afternoon sessions to fill any gaps in learning and prioritise reading. This will mean recruiting the relevant staff to backfill for more experienced staff who will complete focused interventions  For our pupils we aim to try and reduce the number of exclusions/suspension and improve the attendance of our vulnerable targeted pupils. This will improve educational outcomes and well-being and will also develop confidence and skills of staff to address trauma and attachment and develop more effective approaches to this in the academy.  Research into [Attachment and trauma](https://www.education.ox.ac.uk/wp-content/uploads/2019/06/factsheet1_Summary-Attachment-Awareness-work.pdf)  Summarises the benefits of such and approach on shift in trend of the approach upon attainment, and attendance and the general changes seen in schools by adopting such an approach. | Areas 1 2 and 3 |
| Developing high quality teaching, assessment and a curriculum which can respond to the needs of pupils | Working with WISE regional hub leaders to develop curriculum and subject leaders knowledge and understanding  Moving forward, reading interventions will continue and the school will continue to develop the consistency of delivery/ teaching and learning in English. For disadvantaged pupils with literacy difficulties, research [Pupil premiium](https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully) shows that using the Pupil Premium funding to meet individual pupil needs in order to remove this barrier to learning is effective. | Areas 1, 2 and 3 |

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

Budgeted cost: £ *35000 ( mostly used a supply to cover staff for interventions)*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **Interventions to support language development, literacy, and numeracy**  Improved access to personalised learning opportunities– leading to improved academic outcomes in reading and spelling through the delivery of a targeted intervention for pupils with a low reading age using specialised resources  Additional staffing / capacity to support the robust delivery of reading interventions and interventions for those year 6 pupils to prepare in readiness for statutory assessment in May 2023 | From previous assessment of pupil progress across the academy it has been evident that the approach used in previous academic years to target specific pupils for interventions has seen more pupils making progress and hitting their targets for progression in numeracy and literacy  The [EEF Toolkit](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) suggests that targeted interventions matched to specific pupils with particular needs or behavioural issues can be effective, especially for older pupils. In the [EEF Attainmnet Gap](https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Attainment_Gap_Report_2018.pdf) report, it also states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. | Areas 2 and 3 |
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ *10000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| For the children to develop their independence, skills and mental wellbeing through personal development wellbeing activities across the acdemy throughout each term  This will include termly visits by zoolab, circus skills tutors and coaches for sporting activities a planed fun day activities across the school in spring and summer term | In line wih Government research [from the DFE](https://www.gov.uk/government/publications/the-impact-of-pupil-behaviour-and-wellbeing-on-educational-outcomes) reports that;  Children with higher levels of emotional, behavioural, social, and school wellbeing, on average, have higher levels of academic achievement and are more engaged in school, both concurrently and in later years.  • Children with better emotional wellbeing make more progress in primary school and are more engaged in secondary school.  • Children with better attention skills experience greater progress across the four key stages of schooling in England. Those who are engaged in less troublesome behaviour also make more progress and are more engaged in secondary school.  • Children who are bullied are less engaged in primary school, whereas those with positive friendships are more engaged in secondary school. 4  • As children move through the school system, emotional and behavioural wellbeing become more important in explaining school engagement, while demographic and other characteristics become less important.  • Relationships between emotional, behavioural, social, and school wellbeing and later educational outcomes are generally similar for children and adolescents, regardless of their gender and parents’ educational level. | Area 4 |
| All pupils will have Boxall profiles and addendum made to current behaviour policy and protocols  *2* | AS an SEN provision all we seem to be measured against are other schools and our Academic progression, which although below age related expectations does show that the vast majority of pupils do make academic progress. This can only be achieved if we meet their extensive needs and outcomes from their EHC plans. This we do very effectively as the progress academically could not happen without this. Therefor using the Boxall profiles to measure and chart these areas of progression will allow us to successfully provide a measure as to how well our children can progress and that we are actually meeting those extensive needs  Research [of boxall Profiles](https://www.nurtureuk.org/wp-content/uploads/2021/11/Boxall-Profile-Leaflet-2019.pdf)  suggests that the use of Boxall profiles has many benefits for individual and small groups. By completing Boxall Profiles for a individuals within the whole class, teaching staff have a better picture of the SEMH needs of their pupils. They become aware of the difficulties that prevent pupils from accessing their learning and they can adapt their teaching to pupils’ needs, making the curriculum truly inclusive. Once common difficulties are identified, staff can put in place whole-class support to develop the social and emotional skills of all their pupils. | Area 3 |

**Total budgeted cost: £** *87000*

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| Narrowing the attainment gap for individual PP children across the academic year from their starting point. PP Year 6 level increased achieving their expected progress targets and some exceeding this from their start point at the end of Key Stage 2.  From the data we have for the end of last academic year once again in maths, children who had interventions did significantly better than those that did not. Interventions are chosen for a number of different reasons including pupil premium, children in year 6 preparing for their SATs, children struggling with some part of their maths and children who have ability above the rest of the class and who can be stretched to reach their potential. Interventions in maths focus on Number to try to ensure that children have the arithmetical and reasoning skills they require. 14 children with pupil premium received this help for maths.  The maths year 6 pupils averaged 3.05 subgrades of progress in number even including the 3 children who were in the P scales at key stage 1. The results in measure were similar at 2.9 subgrades. The results for pupil premium children were similar (all of the children who were in the P scales at KS1 were pupil premium) and had an average of 2.93 subgrades in number and 2.71 subgrades in measure.  Similarly, pupils chosen for interventions in English were chosen due to difficulties with particular aspects of the subject, showed an ability to make further progress or were making slower progress than anticipated. Pupils who had access to interventions for reading made greater progress in comparison to their previous years with many doubling their rate of progress. In writing these results were not quite as positive although the majority of pupils receiving interventions either matched previous progress or increased their rate. Eleven out of twelve year six pupils (92%) receiving English interventions were in receipt of pupil premium funding.  However not enough made gains in writing with only 56% making expected or more than expected progress in writing and this needs to be around 60%, however in number and reading the 60% threshold was reached with number and measure exceeding to 76% of pupils making expected or better progress.  Timetabling allows for pupils requiring phonics/developing their early reading skills to receive double phonics sessions on a daily basis.  LAC pupils made good progress last year. Most impact was made on the confidence and social & emotional well-being of pupils. Strategy was very popular with parents of LAC pupils.  This year we expect the LAC year 6 pupils in both reading and maths to make significantly more progress than the national average. Progress in writing, although an improvement on last year, still needs to improve  Interventions last year (summer 2022) did have a positive impact on PP pupils. Data shows that specific learning interventions accelerated the progress of some PP pupils especially in reading and writing. **In reading 70% of PP pupils met or exceeded their progression targets (non PP was 56%). In writing 78% of PP pupils met or exceeded their target ( non pp was 75%). In maths 60% of PP pupils met or exceeded their progression target( non pp was 56%).**  Behaviour for learning and involvement of both PP and NPP pupils to develop a rewards and sanctions behaviour for learning ladder and the use of class charts system showed that incidents for many individuals decreased throughout the year. Those pupils involved in 1v 1 interventions achieved their targets and has reduced the risk of exclusions for those pupils due to behaviour change and less incidents over time for the majority of disadvantaged pupils  The continued strain on the CYPS service across the city has meant that staff were allocated training to deliver our programme of mental health check in interventions sessions in school. Two staff trained to allow for consistency of the sessions across the school in each term with another (HW) trained to deliver also.  Identified support from teachers and support assistants to overcome barriers to learning identified. Improve confidence and self- esteem, and encourage independence form pupils from targeted support to enhance progress which has seen PP pupils make progress in Maths and reading and has also had an impact upon their attendance when compared to their previous provisions. However continued issues from C19 seriously impedes this data for the remainder of the year |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

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| Programme | Provider |
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## Service pupil premium funding (optional)

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| *For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year** |
| N/A |
| **The impact of that spending on service pupil premium eligible pupils** |
| N/A |

# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |