



Introduction

Pupil premium was introduced by the government in April 2011. The funding was allocated specifically for children from low-income families who were eligible for free school meals, looked after children and those from families with parents in the Armed Forces.

Each individual school decides how their Pupil Premium is best spent to raise achievement and improve outcomes for the target pupils identified. Schools are however held accountable for how the funding is used and are expected to report to parents and the Governing Body on Pupil Premium expenditure.

Pupil Premium 2019/20

In 19/20 North Ridge received a total of £62,140 pupil premium funding for the financial year for pupils entitled to free school meals. Out of the 183 students on roll 36 are sixth form students and as such are not eligible for pupil premium. Out of the 147 students of statutory school age a total of 79 students meet the funding criteria. This is 43% of the school population at North Ridge.

The final few weeks of financial year were impacted by COVID 19 some of our final spending has been adjusted so that we could allocate resources directly to pupil for home use as an alternative to play schemes and after school club activities. This will also be reflected in the 20/21 report.

£8600 pupil premium funding was received for students who are looked after. In 19/20 there were a total of 7 statutory school age students in receipt of PP LAC funding. There are 3 sixth form students who were LAC during this period but not receiving pupil premium funding

Information on Progress of students

North Ridge High School data is very positive and shows that we close the gap between students receiving pupil premium and those who do not.

In 2015/16 we introduced the new B Squared small steps levels. We now have 4 full years of data to compare since the end of national curriculum levels.

We have continued using our own customised assessment tracker using Classroom Monitor and added more areas of progress during 2019/20. .

We compare our rates of progress with 2 other outstanding specialist support schools in Manchester. Our rates of progress are comparable with these 2 schools.

Due to COVID 19 our last assessment point was March 2020

The graphs in this document illustrate how well pupils are doing at North Ridge. As you can see there is clearly no difference between the progress of pupils receiving Pupil Premium and those who don't.

Assessment Systems

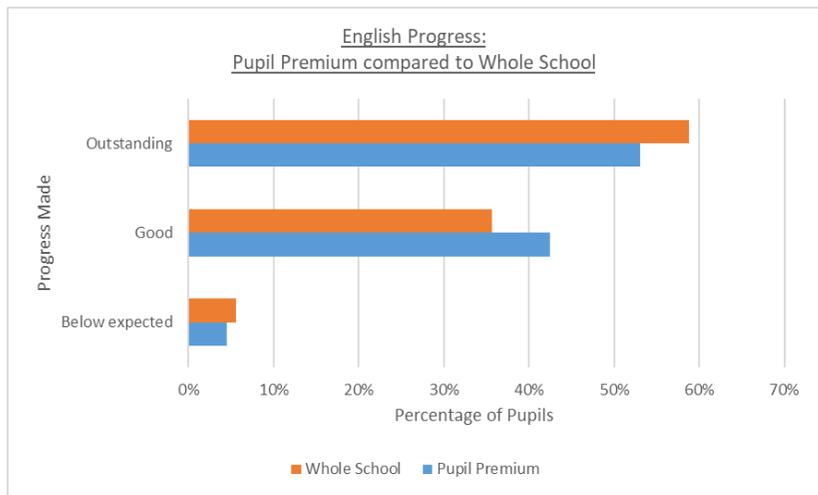
Individual pupil assessment is tracked using three B Squared modules and Classroom Monitor. The systems used in each department are as follows:

- **KS3:** B Squared Connecting Steps

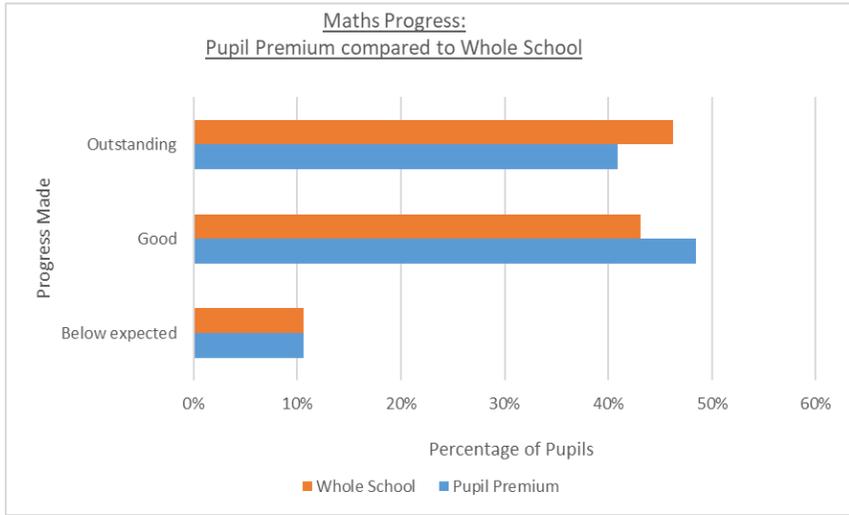
- **KS4:** B Squared Connecting steps
- **KS5:** Classroom Monitor key skills curriculum (Vocational Skills, Life Skills and Functional Skills)
- **ASD:** B Squared Connecting Steps (English, Maths and PSHE), B Squared Autism Progress (Communication, Social Interaction, Flexibility of Thought, Emotional Regulation)
- **Experiential:** B Squared Engagement Steps (Cognition and Learning, Communication and Interaction, Sensory and Physical, Social, Emotional and Mental Health)
- **PE:** Classroom Monitor PE Curriculum

GRAPHS SHOWING PROGRESS FROM SEPTEMBER 2019- MARCH 2020

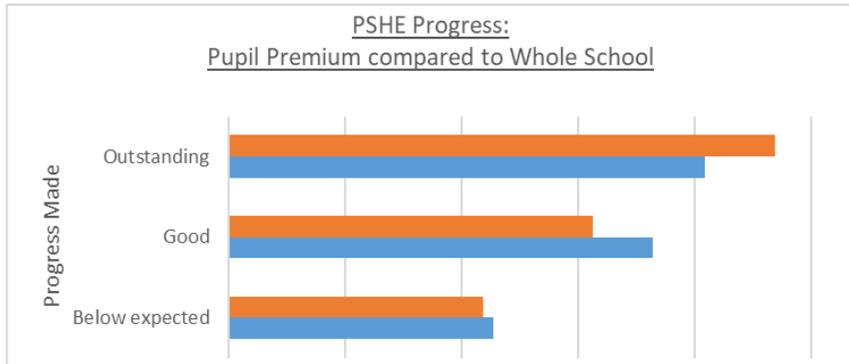
Pupil Premium English progress compared to whole school:



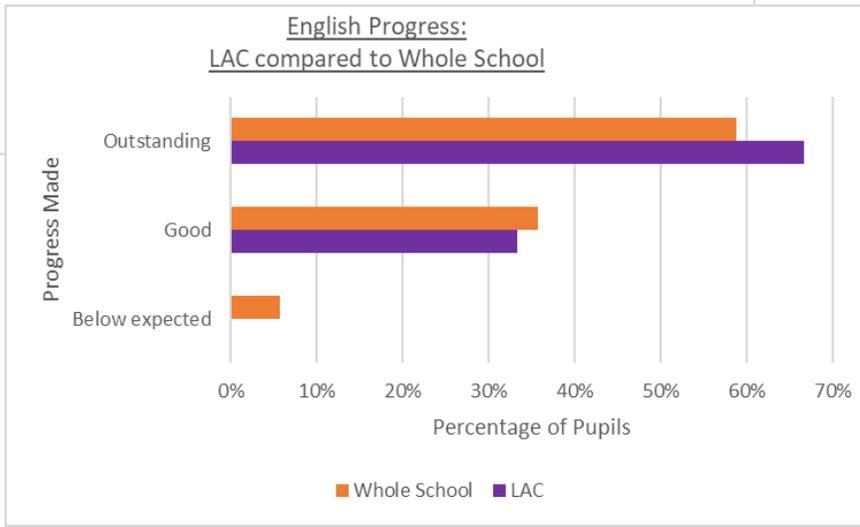
Pupil premium maths progress compared to whole school:



Pupil premium PSHCE progress compared to whole school:

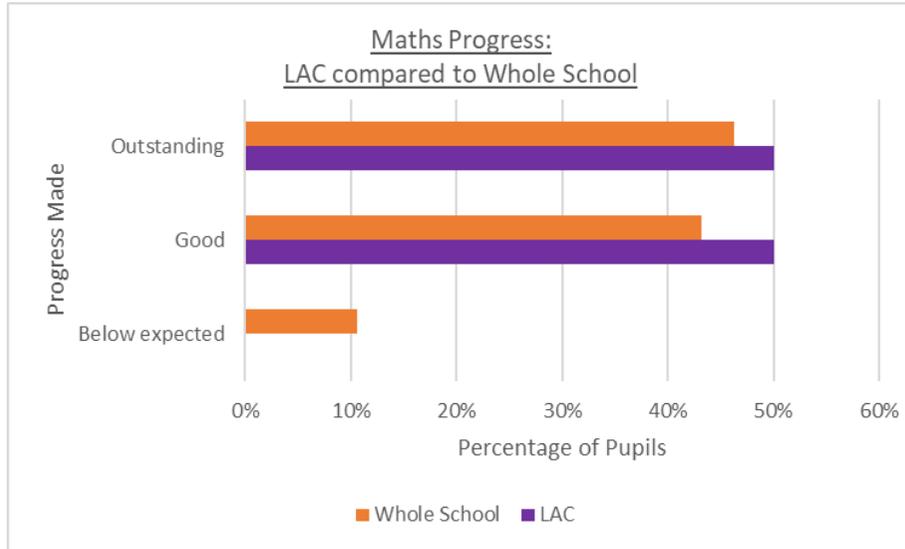


LAC

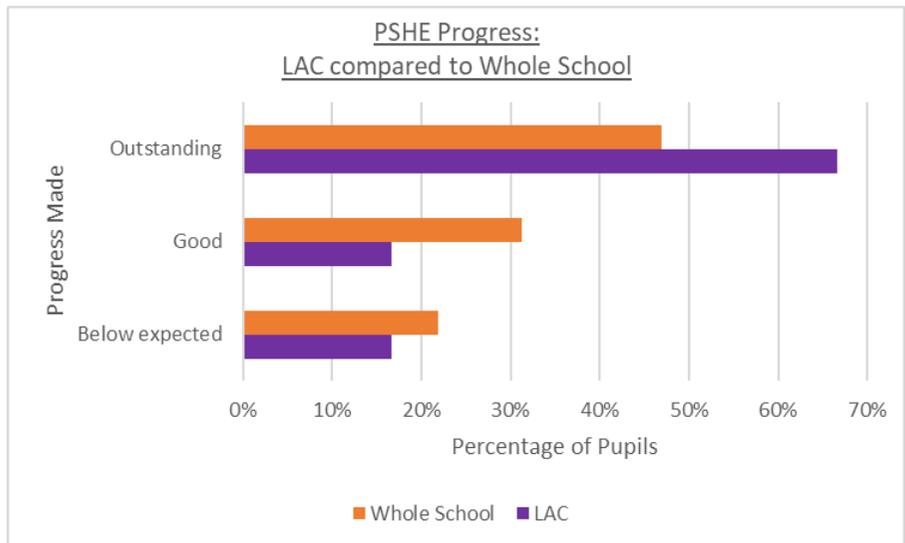


English progress compared to whole school:

LAC maths compared to whole school:



LAC PSHCE progress compared to whole school:



Benefits for Students & Families- bk

In an effort to 'narrow the gap' the key aim of pupil premium funding, we have invested in the following:

Cost	Activity	Outcome
£7,490	After school club Staffing – every Tuesday evening- 2 groups Sept- Feb ½ term/ Feb to July Resources	Pupils are able to access leisure activities between 3.15- 5.00p.m. Pupils engage well feedback that they enjoy these sessions- the After school club is oversubscribed. We have provided some after school club trips during this academic year
£13,000	Play schemes- Easter, Summer, February ½ term – staffing Easter – 4 days, Summer 2 weeks, Feb ½ term 2 days	The school received Short breaks funding for a small group of specific pupils for the provision of a 2 week summer scheme, this was in addition to the 2 week split scheme offered to all pupils which is subsidised by school. Pupils report enjoyment and feeling less bored at holiday times. On- going contact with school encourages pupils to maintain positive relationships with other pupils as well as staff.
£8000	Family support worker	Families access support, home visits, workshops support group, early help, signposting, information day
£24,000	funds Teaching assistants level 4 for behaviour, for 1:1 tuition, language and communication/ other intervention work, LAC support	Pupils receive 1:1 tuition for literacy, numeracy, writing, language and communication groups. This year we have also targeted a group of pupils to work on understanding the risks of CSE and radicalisation. We support for parents and carers on behaviour management – resources and advice / training
£12,000	O.T. to support sensory integration assessments and programmes	Weekly visit – Full day. Pupils' sensory needs addressed – this improves behaviour for learning. Plus resources
£4000	Breakfast club and morning break – food- part cost	All pupils in school receive snack at break time and some pupils who attend the breakfast club. We find this has impacted on pupils' ability to concentrate in lessons and general well being. We have continued with the options for pupils this year to have fresh fruit and drinks to milk and water. This has helped to encourage healthy eating
£2,300	Resources for LAC pupils	Specific resources targeted at pupils this includes sensory resources and choice time activities, specialist clothing for pupils in the ASD department, furniture and furniture repair, additional interventions
TOTAL £70,740 WITH LAC PP		

1. Family Support 2019/ 20

Planned parent support groups were interrupted by Covid 19 closure.

<u>Activity / case study</u>	<u>Description of activity</u>	<u>Outcome</u>
Regular Parent Group Sessions	<p>During the year school offered the following:</p> <ul style="list-style-type: none"> • Sensory workshop • Sleep workshop • Transport application workshop • PHSCE workshop • Information on Sixth Form Hub 	<p>12 parents attended the transport workshop and all were supported to complete applications for home to school transport.</p> <p>11 parents attended sleep workshop and the vast majority felt more confident in dealing with sleep issues and strategies afterwards.</p> <p>Resources provided following feedback from carer at PHSCE workshop to support with personal hygiene. Parent felt supported.</p> <p>Sensory processing information and information on resources and activities provided for parents at sensory workshop.</p> <p>Sixth Form workshop- parents were more confident as they had opportunity to ask questions face to face.</p>
Parent support (1)	Support for appeal for home to school transport. Liaising with family using language line and interpreter, gathered supporting evidence from other agencies to challenge transport decisions.	New referral completed with family.
Parent support (2)	Support for Private Foster carer when pupil placed with them.	Home visits, liaising with other agencies. Applications made alongside carer for Child Benefit for both children, Specialist resource team referral, Transport request.
Parent support (3)	Support for parent with 2 children. Parent asking for help with short	Liaising with home and outside agencies to support around appropriate short breaks provision. Referral accepted.

	breaks application	
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Attendance Panels/legal work- (further panels impacted by Covid 19)

- Soft panels for 12 families
- Fixed penalty notice applications 4
- Fixed penalty notice approved 3

Pupil	Soft panel	Additional comments	Further action taken
Pupil A	27.1.20	<p>Issue with Pupil A's sleep. Waking early, then going back to sleep and not waking for school. Work done with parent and resources to support with sleep and keeping Pupil A awake with sensory stimuli in the morning.</p> <p>No change was seen. Still lots of extreme late arrivals (arriving after 10:30am numerous times)</p>	Yes. FPN.
Pupil B	Meeting part of CIN in Autumn 2 term	<p>Issue with Pupil B wandering in the mornings and staying at Aunt's home on a school night. Told mum that if no improvement, we will take action. Improvements then seen for the rest of the autumn term, however slipped again.</p> <p>Numerous phone calls to parent after spring term, inconsistent with answerphone phone.</p>	Sent off for FPN but declined as pupil is at the end of year 11 now.
Pupil C	16.1.20 DNA 17.1.20 attended	<p>Discussed lots of time off in the autumn term for things they could have been in school with e.g. cold.</p> <p>Lots of lateness throughout the academic year - usually arriving between 9:30 and 9:45.</p> <p>Carer admitted some days nobody is ill and they have woken up late and decide to have a 'lazy day'.</p> <p>Since meeting, Pupil C continued to arrive to school late.</p>	Yes. FPN.
Pupil D	21.11.19	Taking Pupil D out for medical appointments that can be done in school. Parents did not want to change this. Expectations	

	explained - they make the appointments outside of school hours or in help term holidays...	
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2. Behaviour support for parents/ carers

At North Ridge we continue to send home a variety of visual/ written resources to support our parents/carers in providing pupils with ways of communication. This is done through one to one meetings with parents, parent's group sessions and the school website. We have provided training on:

<u>Activity / case study</u>	<u>Description of activity</u>	<u>Outcome</u>
<u>Parent workshop on Behaviour linked to Sensory Needs</u>	Series of three 1.5 hour workshops led by the Occupational Therapist and Assistant Head for ASD and Behaviour to support a group of parents who had identified that they needed additional support around managing their child's behaviour and sensory needs.	<p>Parents increased confidence in understanding their child's sensory needs and how this can link to behaviour.</p> <p>School provided resources to help at home, and individualised strategies for each child. This helped to reduce parent and pupil anxiety around issues at home.</p> <p>Parent feedback was very positive. They all indicated that the sessions helped them to understand how behaviour can be caused by not meeting sensory needs and the importance of providing their children with the right strategies to manage this. Parents found it supportive to be part of a group and have the opportunity to discuss and troubleshoot issues in a relaxed, informal setting.</p> <p>Parents have continued to seek support when needed and have demonstrated increased confidence in identifying strategies/resources to best support their child.</p>
<u>Social Stories</u>	Provide parents with social stories that have a clear individual child focus. These are bespoke to each individual pupil at the request of the parent/carer.	<p>To continue to maintain continuity from school to home to support parents with specific issues; personal hygiene routines, e-safety, being safe at home, dealing with puberty, understanding changes in home circumstances plus many others.</p> <p>This helps to reduce parent and pupil anxiety around issues at home. Through discussions in meetings, and annual reviews, parents have reported that they found the social stories supportive in explaining current issues and solutions to their child.</p> <p>Parents continue to find this extremely useful and maintain regular contact with school through phone calls to class teachers and the home/ school diary to provide consistent approach at home and school.</p>
<u>One to one support for Parents/Carers</u>	Provide parents with a support meeting with a member of the behaviour team to identify strategies/resources to support	Class Teacher requests support from the behaviour if parents/carers identify they need additional support at home. School has provided personalised resources such as reward charts, schedules, and social stories to help parents develop a tool kit to support their child at home. Parents/Carers have increased skills and confidence to support their child at home and have reported improvement in Child's behaviour

	positive behaviour at home.	at home. Parents/Carers have continued to seek support if behaviour has changed.
<u>Riding The Rapids</u>	10 week course jointly delivered by CAMHS and NRHS to support	Due to Covid 19 the course was postponed after 8 sessions. These sessions will be completed once RA allow. 12 parents/carers started on the course and at the end of 8 weeks 8 parents/carers were still attending regularly.

Case studies:

Parental concern	Support given	Outcome
Pupil A (year 8). Parent requested support with managing behaviour at home, particularly with behaviour around using the toilet appropriately.	Social story Reward Chart Sensory resources OT advice	Parents have a range of strategies and resources to support in managing behaviour at home. This includes sensory resources loaned from school. Incidents at school are being managed using a calm, restorative approach. Parent is more confident in using language and resources to support challenging behaviour. Approaches in school and home are consistent.
Pupil B (Year 9) challenging behaviour at home. Excessive eating.	Reward chart Social story Schedule Regular phone calls	Parents now have some resources to support them in managing their child's behaviour and offering appropriate rewards. Regular phone calls are still required to support parents and remind them of strategies. There has been some improvement but support is ongoing.
Pupil C- (year 14) anxiety about transition impacting on pupil behaviour at home. Parent not coping at home. Needed support with behaviour strategies and accessing services	Social stories Regular phone calls Strategies for home Support to access service. Liaising with services to support pupil and parent. Clear transition information.	Clear transition programme now in place which has reduced anxiety and as such has had positive impact on pupil behaviour. Pupil now accesses mental health support. Pupil and parent have visual resources to support them in managing transition.

2. O.T. work 2019/20

North Ridge has continued to commission an Occupational Therapist one day a week to work alongside teachers and teaching assistants to further develop and enhance robust sensory profiles and appropriate choose board activities for targeted pupils across school. The Occupational Therapist continues to review both the classroom environment and the sensory strategies utilised within the classroom environment.

<u>Activity / Case study</u>	<u>Description of activity</u>	<u>Outcome</u>
Fine motor assessments	7 pupils were observed and feedback shared with class team. Training for staff on planning and delivering fine motor activities within class routine.	Pupils had access to regular fine motor activities as part of their daily routine. Information shared with parents so that activities can also be done at home.
Sensory circuits	Access to specific sensory activities during a session where baseline levels of alertness are recorded and end of session levels of alertness are recorded.	This has helped to empower that class staff to continually monitor levels of alertness and adjust either the environment or activities in response to an individual need. Thus, this ensures that an individual is able to access all learning opportunities within the classroom environment.
Sensory Profiling	9 pupils were observed and staff training was delivered to help staff understand sensory profiles and how to use in classroom	Class teams have clearer outcomes and strategies to use with pupils. Pupils have up to date sensory profiles. Sensory resources were purchased for each pupil to support their sensory regulation.
Sensory guidance for parents	Sensory strategy information created for parents to use during Covid 19.	Parent friendly advice sheets created with strategies and guidance. Added to school website and parents informed during weekly phone calls.

Impact of staff support and lesson /environmental audit

This academic year we have continued to focus on Sensory Circuits but have offered it to pupils who display sensory needs in KS3 SLD classes. The OT has worked closely with staff and provided 1:1 guidance and advice to staff to support them in setting up sensory circuits and planning appropriate activities to meet the sensory needs of a range of pupils. Sensory Circuits are specific sensory activities which aim to have a positive impact upon an individual's level of alertness, hence this can positively impact upon an individual's ability to fully access all learning opportunities. The OT has worked with a group of pupils and classroom staff to trial and monitor outcomes of specific sensory diet activities. The outcomes of the sessions are that staff are provided a list of specific

sensory activities which can then be incorporated into the pupil's sensory diet. In addition, this intervention has empowered classroom staff to monitor individual pupil's levels of alertness, and given them the skills to proactively support the individual sensory needs on a day to day basis.

Another focus area this year has been developing parental understanding of sensory needs. The OT and Assistant Head of ASD ran a sensory workshop over three 1.5 hour sessions. This was attended by six parents. The workshop included an overview of sensory needs, the opportunity to try different activities and discussion, troubleshooting and advice for parents around the specific issues their children have. Parental engagement throughout the session was really positive, parents reported that they felt well supported and they found the discussion valuable. The post training evaluations showed that parents felt they had gained a more thorough understanding of sensory processing and activities they could try to help their children remain calm and alert.

The O.T has continued to provide advice, recommendations and provision of sensory Levels charts (Sensory Diet based upon both sensory and behavioural observations), and or sensory strategies following a combination of observational assessments and sensory questionnaires. Following on from a period of assessment the O.T has produced in-depth high-quality analysis to inform their sensory diets. As part of this process, the OT has additionally been able to adapt the reports to ensure they are both a comprehensive professional report, whilst being user friendly for staff to refer to.

The impact of the work done by the O.T continues to secure staff understanding around the appropriate sensory activities individual pupils need during the day. Pupils who have been assessed continue to have a sensory profile with clear strategies and activities to support their own individual sensory needs. In order to get the very best out of our pupil's staff continue to be supported with on-going advice provided by the OT so they are able to implement these detailed profiles into their own planning to assist pupils so they are appropriately supported to engage and refocus in the lesson. Staff continue to be provided with advice and training to support creative initiatives when teaching lessons and activities so pupils are able to show a greater improvement in attention control and sustain concentration for increased periods of time due to the appropriate level of sensory input. In addition, OT assessment can additionally highlight the need for additional multidisciplinary assessment in order to fully understand the complex needs of individual pupils.

Intervention 2019-2020

Intervention sessions have been provided to pupils across the school. Pupils received at least 6 sessions of intervention sessions in an area identified by the class teacher using all relevant data. Some pupils have had more than one intervention during the academic year.

Total number of pupils who received one to one or small group tuition September 2019- June 2020:

- 41
- Of which pupil premium: 31
- Of which LAC:10
- Boys: 23 Girls: 18

Progress:

- 30 pupils made above expected progress (75%)

- 11 pupils made expected progress (25%)

LAC pupils:

- All pupils made above expected progress or better

Examples of progress

On target

Above target

Language and Communication

Pupil	Key Stage	Target	Outcome
Pupil A	KS5	To reintroduce high tech AAC to Pupil A, trialling a range of different apps to see if he is suitable for a longer term trial of an aid. To work with class to support Pupil A in accessing the device through structured communication sessions each week.	Pupil A has accessed weekly sessions with SLT and class teacher to trial a range of different communication apps on the iPad. Pupil A has responded positively in these sessions and his confidence has grown in using the iPad to communicate. A long term trial for LAMP has been arranged for February 2020. With a view to seeing if Pupil A is a suitable candidate for funding for his own device in future.
Pupil B	KS3	Pupil B's language will be assessed to consider how AAC can be used to support her expressive communication.	Pupil B has been provided with a personalised communication book. Staff have been given advice about how to implement this into her daily routine. As a result she is more confident to communicate using her book and there has been a reduction in crisis incidents as she is more able to communicate.
Pupil C	KS3	Staff asked for SLT advice regarding how Pupil C can access curriculum based activities using	Staff had begun using a head switch with Pupil C to access curriculum based activities. SLT and Physio worked together to consider alternative access methods. Advice has been

		AAC.	given to class. Pupil C is developing his skills in using this device and there has already been some progress.
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Heath & Wellbeing

NAME	TARGETS	Evaluation
Pupil A	To understand how to keep myself fit and make healthy choices	Pupil A has developed his independence when using the gym. He understands how to use machines safely and can make comments about being tired if he feels he has exercised for prolonged periods. Overall pupil A travelled 22KM over a 5 week period. Overall his distance travelled each week increased which showed he increased participation levels and effort and is more aware of what he can do to keep himself physically fit and healthy.
Pupil B	To understand how to keep myself fit and understand healthy choices	Pupil B worked very hard throughout her sessions in the gym. She has developed a clear understanding of how to exercise independently. She is becoming aware of how to work harder when prompted and follows instruction well to do this. Pupil B can now self-motivate herself to continue exercise for prolonged periods without rest. Over the course of the sessions she travelled 19.4km.

Pupil C	To understand how to keep myself fit and understand healthy choices	Pupil C worked well during the sessions in the school gym. He is able to exercise independently for the required amount of time. With verbal support pupil C can put more effort in during exercise sections. He is aware of the fact that exercise can support a healthy lifestyle through questioning. Over the course of the sessions he travelled 19.7km
Pupil D	To develop the ability to exercise for prolonged periods of time to help lead a more active lifestyle.	Pupil D is now more aware of what exercise she can complete with increased independence. She developed her ability to maintain her effort levels with verbal prompts to keep her on task. Pupil D travelled a total distance of 6.25 km over the course of 5 weeks, with each week showing an increase in distance being travelled. The total distance chart shows distance comparison between pupil D and other KS4 pupils.
Pupil E	To be aware of the benefits of exercise and exercise for extended periods.	Pupil E made outstanding progress in the gym throughout her interventions. She is completely independent on all the machines she used and maintains her effort levels throughout the session. Pupil E made progress week after week increasing her distances travelled on the machines she used. In total pupil E travelled 30.6km over the 5 sessions.

Pupil F	To be aware of the benefits of exercise and exercise for extended periods.	Over the course of the sessions pupil F made good progress increasing the distances she had travelled. She developed independence in the gym and used minimal prompts to continue exercising. Pupil F showed enthusiasm during the sessions and travelled a total distance of 9.1km.

Pupil	Year group	Curriculum area	Target	Start level	Target level	Level on completion	Evaluation	Impact statement
Pupil A	Year 11	Maths	To be able to independently buy items up to £5 and give the appropriate amount and check for correct change.	76%1B	5%2B	5% 2B	Pupil A has developed his understanding of money. He can name everyday items that cost less than £5. He can add coins together to total a given cost. More work to be done to support Pupil A in working out the change from a note when an item has been purchased.	Pupil A has gained skills in money handling. He can order random money amounts and identify which is the highest and lowest value. He is beginning to use skills learned to add amounts together using the column method.
Pupil B	Yr. 12	Maths	Pupil B will understand the value of an item in relation to the amount of money she has in her hand i.e. £5.00	6%1A	16% 1A	69% 1B	Pupil B has developed her understanding of the value of £5. When given a choice of items she is able to order them in value from smallest to biggest. She can estimate the cost of familiar items from a supermarket.	During role play activities Pupil B is given a value in pounds. Pupil B was able to choose which items she could afford 4/5 times when out shopping she is gaining skills in recognising what note/coins we need to use to complete a transaction from a choice of 3.
Pupil C	Year 8	English	To read more rhythmically whilst tracking print.	64%1B	74%1B	78% 1B	Pupil C has developed reading strategies that support her reading. She has gained skills in fluency and will self-correct effectively and re read the corrected word to re gain tracking.	Pupil C uses strategies in guided reading she developed in 1:1. She uses the strategies to develop her fluency and rhythm when reading.
Pupil D	Year 8	English	Pupil D will be able to consistently write	65% P8	75% P8	5% 1C	Pupil D has worked hard during 1:1. She follows a structured guided reading	Pupil D has enjoyed 1:1 and appears more confident when reading. She can read and write common CVC words from a familiar

			phonic-based CVC words as well as identifying the final and initial letter sounds				format which enables her to know which reading strategies will help her read and write CVC words. Pupil D knows all initial sounds of the alphabet and is developing skills in phase 3 phonemes.	text and can identify all initial letter sounds.
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Spring 2020

Pupil	Year group	Curriculum area	Target	Start level	Target level	Level on completion	Evaluation	Impact statement
Pupil A	Year 8	English	To develop handwriting. Pupil A will ensure her ascenders and descenders are clear in her writing. Pupil A will form all letters in her writing consistently.	35% 2a	45% 2a	48% 2a	Pupil A has developed her letter formation, she knows how to correctly form all letters however needs reminders to take her time when writing so she doesn't rush letter formation. Her ascenders are clear in her writing and with prompts also her descenders. Pupil A can produce some beautiful writing when she takes her time and concentrates.	Pupil A has developed her handwriting and understands how to write her ascenders and descenders clearly in her writing. Prompts sometimes needed to take her time and not rush her writing which affects her presentation.
Pupil B	Year 8	English	To develop knowledge of phase 3	0% 1C	10% 1C	11% 1C	Pupil B has developed a range of strategies to support his reading. He will use the pictures to	Pupil B has developed his confidence when reading. He can identify all phase 3 phonemes and decode them in a text. He has developed a range of strategies that

			phonics.				support his understanding, track his reading, blend and segment unfamiliar words within a text and is beginning to self-correct when he makes a mistake. He is familiar with all phase 3 phonemes and is gaining skills in identifying them within a text.	support his reading.
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Spring/Summer 2020 during Covid 19- delivered as live online learning

Pupil	Year group	Curriculum area	Target	Evaluation
Pupil A	Year 8	Maths	To identify when the clock shows half past the hour. To identify when the clock shows quarter past and quarter to the hour	Pupil A' sessions are still ongoing however Pupil A has developed his understanding of the features of a clock. He knows how many minutes are in an hour and can read o'clock and half past times confidently. More work to be done to identify when the clock shows quarter past and quarter to the hour
Pupil B	Year 8	Maths	Pupil B will add any coins available to make an amount up to the value of £2 to pay for an item.	Pupil B has developed his money handling skills. He is able to add any coins available to make an amount to the value of £2. He has developed his confidence and consistency of his times tables to support him adding values together. Pupil B can also give a range of different coins for a given amount.

Pupil C	Year 10	Online Sensory Story	<p>Pupil C will engage with the Sensory Story by waving 'hello' to teaching staff.</p> <p>Pupil C to use 'like' and 'not like' symbols during key parts of the story when questioned.</p>	<p>Pupil C has participated in numerous online lessons. He engages with the adults working with him smiling throughout.</p> <p>Pupil C has completed both of his targets and now initiates the use of his symbols, and uses these correctly when answering questions directed at him in association with the story that is being read to him.</p>
Pupil D	9	Maths - Number	<p>Use counters to enable him to achieve and record answers independently when completing addition and subtraction problems to the value of 20.</p> <p>Use number lines complete addition and subtraction problems to the value of 20.</p>	<p>Pupil D can count up to 20 confidently. He can carry out addition by grouping objects and then counting them up to 20. Pupil D can use the counting on method to carry out addition up to 20 using a number line.</p> <p>He is starting to carry out subtraction up to 20 using the counting back method with a number line.</p>
Pupil E	10	Maths - Measurement	<p>Read an analogue clock in quarter to and quarter past.</p> <p>Tell the time in 5 minute intervals.</p> <p>Solve word problems related to quarter and half hours.</p>	<p>Pupil E can now confidently identify units of time related to the clock.</p> <p>She can turn analogue time into digital time using his 5 times table.</p> <p>She can also identify hour, quarter and half on an analogue clock and relate them to minutes.</p> <p>Pupil E can use the 3 step method to tell the time.</p> <p>She can use the terms quarter to, quarter past and half past correctly.</p> <p>Pupil E is starting to tell the time in minutes to or past an hour (in 5 minute intervals)</p>

Pupil	Year group	Curriculum area	Target	Start level	Target level	Level on completion	Evaluation	Impact statement
Pupil A	6th Form Yr1	PSHCE	To identify the rules of appropriate behaviour with peers in school and the wider community.	51% 1	85% 1	70% 2C	Pupil A has shown some leadership skills during nurture group. Pupil A led the group as a team to complete tasks and used positive language to support his peers to engage in the task further and boost their confidence. Pupil A was able to discuss different community areas such as local allotments, high streets and parks. Pupil A identified people who helps keep the public safe in these areas and how he can keep himself safe by talking to people in a responsible manner.	Pupil A is currently working at a local shop during Covid 19 school closure. He has been able to use the skills he developed in his work placement when dealing with customers and also in following rules.
Pupil B	Yr10	PSHCE	To understand how to have safe and appropriate relationships online (SMS, WhatsApp, Snapchat).	49% 1A	60% 1A	1% 2C	Pupil B worked well with his peers and needed little staff support to complete tasks. Pupil B did not discuss any of his own online activity but engaged well in posting tweets and evaluating 'public' responses. Pupil B could identify what negative language online looked like and was able to discuss how much he would dislike negative feedback when posting online. Pupil B also shared many positive responses to his friend's school tweets.	Pupil B is continually growing in his ability to build appropriate relationships on and off line. He is more aware of his behaviour and how it impacts on other people (positively and negatively). He also accepts correction more readily and takes on board advice he is given.

Pupil C	Year 11	PSHCE	To be able to confidently and appropriately interact with her peers in a social setting.	64% 1B	82% 1B	69% 1B	Initially, Pupil C needed prompts to greet and give eye contact to her peers. After working together on some problem solving tasks and completing team activities Pupil C demonstrated more confidence and willingness to express her feelings. Pupil C is becoming more able to respond to her peers within the group with good eye contact, positive facial expressions and with short verbal responses.	Pupil C has grown in confidence during the spring term especially when working within a group. In class she is becoming a more confident speaker and has begun to initiate conversations with peers.
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CSE Interventions

NAME	TARGETS	EVALUATION
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A	<p>To understand how to keep herself safe in a range of relationships e.g. within friendships and romantic relationships.</p> <p>To understand how to use the internet appropriately.</p> <p>To know what to do if she was in an unsafe situation.</p>	<p>A is gaining skills in understanding how to keep safe in romantic relationships. She is now understanding how to be a safe friend.</p> <p>A understands what is private information and knows not to share this online.</p> <p>A knows who can help her in an unsafe situation and what to do in that moment using visual clues.</p>
B	<p>To begin to understand how to keep herself safe in a range of relationships e.g. friendships and romantic relationships.</p> <p>To understand why she should not engage with strangers.</p> <p>To begin to understand what could happen if she was to share private information online.</p>	<p>B understands different types of relationships such as friends, family and romantic relationships.</p> <p>B is gaining skills in understanding how to keep safe e.g. how to respond to inappropriate behaviour from others.</p> <p>B know she should not engage with strangers and is beginning to explain that strangers may want to harm her.</p> <p>B uses resources within the lesson to help her understand cause and effect of what could happen if she shared private information e.g. scams, stealing money from her, stranger coming to her house etc.</p>
C	<p>To begin to understand how to keep herself safe in a range of relationships e.g. friendships and romantic relationships.</p> <p>To understand why she should not engage with strangers.</p> <p>To begin to understand what could happen if she was to share private information online.</p>	<p>C understands what constitutes towards a safe and unsafe relationship and can confidently give examples of both. She can identify a number of ways she can keep herself safe in the community and when online and will try to give her own scenarios to help explain this.</p> <p>C understands why she should not engage with strangers and what negative things could happen if she was to do so.</p> <p>C understands sharing private information online can put her in danger. She can independently give up to 3 examples of what could happen. C now needs to apply her understanding when using online apps / websites in unstructured times.</p>
D	<p>To begin to understand how to keep herself/himself safe in a range of relationships e.g. friendships and romantic relationships.</p> <p>To understand why she should not engage with strangers.</p> <p>To begin to understand what could happen if she was to share private information online.</p>	<p>D in gaining skills in understanding what constitutes towards a safe and unsafe relationship. She is able to sort safe and unsafe using visuals.</p> <p>D understands she should not engage with strangers and tried to give reasons for this. With some prompts, she is beginning to identify she could put herself in danger.</p> <p>D is gaining skills in understanding what others (strangers) could do with her personal information. She needs prompts and choices to correctly identify negative situations sharing information can put her in.</p>
E	<p>To begin to understand how to keep herself/himself safe in a range of relationships</p>	<p>E in gaining skills in understanding what constitutes towards a safe and unsafe relationship. She is able to sort safe and unsafe relationships using visuals.</p>

	<p>e.g. friendships and romantic relationships.</p> <p>To understand why she should not engage with strangers.</p> <p>To begin to understand what could happen if she was to share private information online.</p>	<p>E understands she should not engage with strangers and can match negative scenarios of what could happen if she did.</p> <p>E is gaining skills in understanding what others (strangers) could do with her personal information. She needs prompts and choices to correctly identify negative situations sharing information can put her in.</p>
F	<p>To understand who is trustworthy and know how to spot who may not be.</p> <p>To have a basic understanding of what terrorism, extremism, radicalisation and propaganda is.</p> <p>To understand the importance of democracy, equality, rule of law. (British values)</p> <p>To understand how to keep safe from extremism and radicalisation.</p>	<p>F is gaining skills in understanding who can be trustworthy or not. By the end of the sessions, F is beginning to detect who may not be trustworthy by identifying motive and background.</p> <p>F is gaining skills in understanding what terrorism is and how radicalisation happens. F understands that anyone can be a terrorist and things to look out for when he is using the internet to keep himself safe.</p> <p>F has a basic understanding of how to keep himself safe from extremism and radicalisation by using simple tips when using the internet linked to private information.</p>
G	<p>To understand who is trustworthy and know how to spot who may not be.</p> <p>To have a basic understanding of what terrorism, extremism, radicalisation and propaganda is.</p> <p>To understand the importance of democracy, equality, rule of law. (British values)</p> <p>To understand how to keep safe from extremism and radicalisation.</p>	<p>G has a good understanding of detecting who may or may not be trustworthy online by checking their motive and background.</p> <p>G has a simple understanding of what terrorism is and understands that anyone can be a terrorist despite their gender, religion, country of origin etc. G understands that terrorists may seek out accomplices and is gaining skills in understanding what they may do.</p> <p>G has a basic understanding of how to keep himself safe from extremism and radicalisation by using simple tips when using the internet linked to private information.</p>
H	<p>To understand who is trustworthy and know how to spot who may not be.</p> <p>To have a basic understanding of what terrorism, extremism, radicalisation and</p>	<p>H has a good understanding of detecting who may or may not be trustworthy online by checking their motive and background.</p> <p>H has a simple understanding of what terrorism is and understands that anyone can be a terrorist despite their gender, religion, country of origin etc. H understands that</p>

	<p>propaganda is.</p> <p>To understand the importance of democracy, equality, rule of law. (British values)</p> <p>To understand how to keep safe from extremism and radicalisation.</p>	<p>terrorists may seek out accomplices and is gaining skills in understanding what they may do.</p> <p>H has a basic understanding of how to keep himself safe from extremism and radicalisation by using simple tips when using the internet linked to private information.</p>
I	<p>To begin to understand how to keep herself safe in a range of relationships e.g. friendships and romantic relationships.</p> <p>To understand why she should not engage with strangers.</p> <p>To begin to understand what could happen if she was to share private information online.</p>	<p>I understands what constitutes towards a safe and unsafe relationship and can give examples of both. She can identify a number of ways she can keep herself safe in the community and when online with minimal verbal prompts.</p> <p>I understands why she should not engage with strangers and can give examples. She now needs to apply this understanding in context when out in the community.</p> <p>I is gaining skills in understanding what others (strangers) could do with her personal information. She needs prompts and choices to correctly identify negative situations sharing information can put her in.</p>

Note: Additional 5 pupils data (for spring 2 2020) not added due to insufficient sessions from partial school closure and therefore unable to accurately evaluate and gather enough evidence.

3. Breakfast club-

Breakfast club provides an essential before school service to our families. It is important for young people to establish good eating habits whilst they are still young, early eating habits often follow us into adulthood. Eating breakfast is an essential part of the day as it jump starts metabolism. Our students benefit from receiving a healthy breakfast at school each day, which scientific studies claim increases our ability to learn. It is also an opportunity for pupils to take part in a morning pulse raiser to promote physical activity as a part of a healthy lifestyle. 16 pupils attend who receive pupil premium. Pupils who come to the breakfast club are able to form relationships with pupils from outside their class group, this promotes a caring and safe environment within school as pupils are keen to look after each other. Pupils are offered different activities and areas for them to spend time with their friends in order to meet the needs of each pupil. This allows pupils to develop social skills in a safe environment with a range of different pupils.

4. Extended School Provision

We continue to run four extended school provisions, one afterschool club session operating every Tuesday evening during term time and three play schemes sessions taking place during February, Easter and summer holidays. These extended provisions are designed to give young people the opportunity to develop their social and communication skills and to increase personal confidence within a safe environment. The success of these provisions can be measured by the parental/student feedback, continued high level of attendance and extensive waiting lists year on year.

Play schemes

The three play scheme sessions take place during school holidays i.e. summer, spring half term and Easter. All students are eligible to apply for a place on the scheme on a first come first served basis. However, LAC students and those identified as being our most disadvantaged and/or vulnerable students are allocated priority places along with waiting list students from previous schemes. The play scheme activities and transport are funded through the school's charity fundraising account and 'short breaks' commissioning (summer scheme only). Staffing costs, with the exception of short breaks, are met from the school budget share (including Pupil Premium).

During 2019/20 a total of 47 pupil premium students accessed one or all of the play schemes. The total number includes 4 LAC students and 13 students identified for priority disadvantaged and/or vulnerable allocated places.

SCHEME	DURATION	STUDENTS	ACTIVITIES	Outcome/ Pupil Parent comments
Easter 19	4 days	29	Flip Out Trafford Centre Bowling Cinema Arts and Crafts Barbeque Party	
Summer 19	10 days	42	In house Sensory Theme Flip Out Trafford Centre Bowling Southport Beach Tree Top Trek Barbeque Party	Students access a variety of venues/attractions both locally and across the region, expanding their knowledge and experience of the world around them. In addition a range of in-house themed and structured activities are available for students who benefit from accessing a more familiar environment. Attendance at the play scheme supports students to develop their socialisation skills through peer interaction. Improved behaviour at school and home prior to and following attendance at play scheme is observed by colleagues and parent/carers. Positive relationships are developed and strengthened, parent/carers feedback on increased confidence and communication in attendees.
February 20	2 days	26	Trafford Centre Bowling Flip Out	

AFTER SCHOOL CLUBS

In 2019/20 a total of 38 students attended the ASC provision. The ASC is incredibly popular with students and their families, as a result we split the provision into 2 groups (Group 1 Sept – Feb/Group 2 Feb- July) in order to provide access to as many students as possible. Included in the total number of students are 13 priority places and 3 LAC students. The ASC offers a range of activities for students of all abilities and need, in addition to the regular 'choice' activities (soft play, arts & crafts, outdoor sports, music, ICT) students also benefit from themed activities and external visits.

Activity	Description
Settling in	Getting to know each other, understanding rules of ASC
Autumn Crafts	Collage tree pictures
Chocolate Apples	Students make chocolate apples and pumpkin masks
Christmas Card Competition	Students create card ideas for competition
Poppy Crafts	Make our own poppies for remembrance
Bags	Decorate their own tote bags
Science Night	Carousel of science experiments
Christmas Cookies	Using cookie cutters to make Christmas biscuits
Winter Olympics	Students compete in indoor winter themed activities
Christmas Party	Christmas disco, with food & hot chocolate
Mug Decoration	Students will decorate their own mugs to take home
Film Night	Students will watch a film with popcorn and juice
Chinese New Year	Students make dragon flags and NY cards
Pizza night	students make pizzas to take home
Sensory Night	Students relax with sensory activities and make sensory toys
Canvas Painting	Students will paint self-portraits on the canvas
Pancake Night	Pancake day!!!

The afterschool club offers a safe and familiar environment for students to socialise with their friends and other peer groups. The activities offered range from educational to recreational and health, student voice helps to determine the carousel of activities on offer, the 'choice' of activity being given solely to the student.

Covid 19 – support for pupils and their families

<u>Support</u>	<u>Target group and number</u>	<u>Impact</u>
Allocation of laptops	14 laptops have been loaned to Pupil Premium students at a cost of £485 per unit with a total cost of £6,790	Currently students use the computers to access work uploaded to the school website and to take part in online live learning lessons
One to one on line learning (GF)	24 pupils accessed online live teaching. Of these pupils 21 received pupil premium.	Pupils have had regular contact with staff and have continued to access learning via online lessons. We have supported parents with accessing lessons with tuition guides, 1:1 support and provision of laptops and learning resources. All pupils who have accessed online lesson have made expected or good progress towards their targets. Parents support pupils during the lesson and have given very positive feedback.
Cooked meals / Food sent home	208 deliveries of treats and meals prepared by staff. A weekly food parcel delivery provided to two families in financial hardship.	Positive response – families appreciated the visits and the food.
Equipment sent home	Staff contacted parent to ask what resources they felt would support their learning at home. School has purchased and provided a range of resources including: Pens/Pencils Paper Sensory items e.g. bubbles/playdoh/fidgets/vibrating cushion Schedules Symbols Reading books We have also loaned school equipment : Standing frame Walking frames ICT switches	Pupils have been supported to access their learning through the provision of resources. Pupils with sensory needs have been given familiar resources to support them in regulating so they can access learning.

	Numicon Foot spa Workstation activities	
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Priorities for 2020/21-

- After school club- If the Covid pandemic allows
- Play schemes- If the Covid pandemic allows
- Breakfast club- reducing and improving health eating- If the Covid pandemic allows
- Interventions for emotionally vulnerable pupils- CSE, Violent extremism, nurture work and a better understanding of sexuality and gender
- Occupational therapy
- Family support
- Core subject interventions- in particular language and communication, reading, writing maths
- Healthy living fitness support
- Workshops for families
- TA4 LAC support
- On line learning if required due to Covid 19 pandemic