



Introduction- BK

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 2020/21

In 20/21 North Ridge received a total of **£74,790** pupil premium funding for the financial year for pupils entitled to free school meals. Out of the 190 students on roll 54 are sixth form students and as such are not eligible for pupil premium. Out of the 136 students of statutory school age a total of 85 students meet the funding criteria. This is 62.5% of the school population at North Ridge.

£7,200 pupil premium funding was received. In 20/21 there were a total of 4 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 6 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. However due to changes to the Classroom Monitor software we have decided to move to a new system from September 2021. We have compared our rates of progress with 2 other outstanding specialist support schools in Manchester in the past. Our rates of progress are comparable with these 2 schools. We will hold further meetings to compare this during 2021/22

There have been periods of time during this academic year where pupils have been required to isolate as well as a national lock down in January 21. This has impacted on the education of our pupils and the rate of progress.

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 and in Maths students receiving pupil premium even outperform those who do not receive it.

Assessment Systems

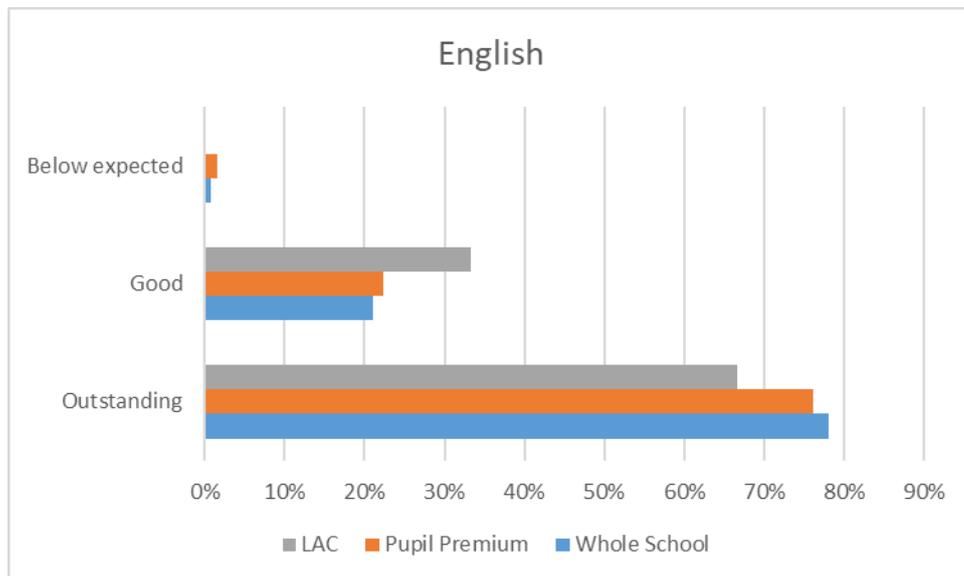
Individual pupil assessment is tracked using three B Squared modules and Classroom Monitor. The systems used in each department are as follows:

- **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)

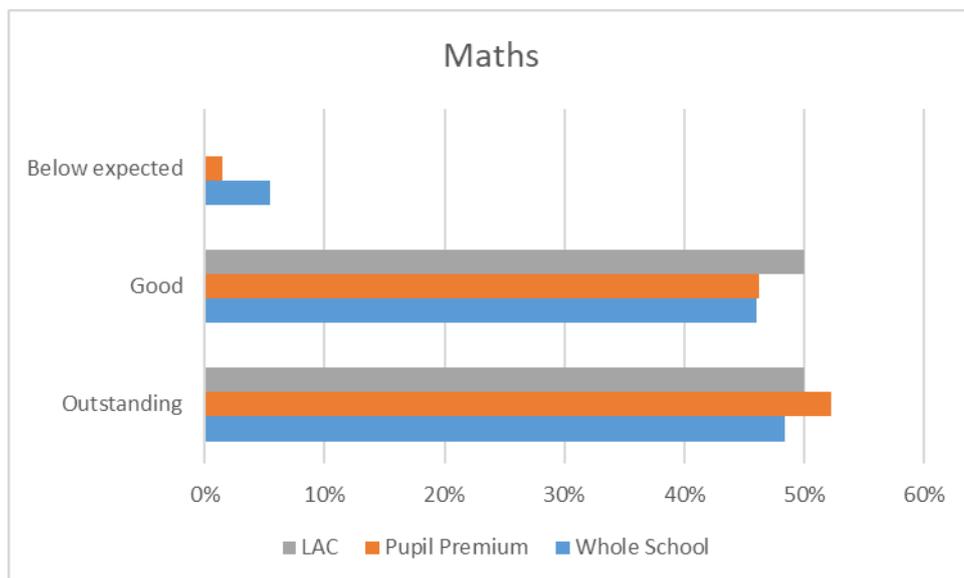
- **PE:** Classroom Monitor PE Curriculum

GRAPHS SHOWING PROGRESS FROM SEPTEMBER 2020- JUNE 2021

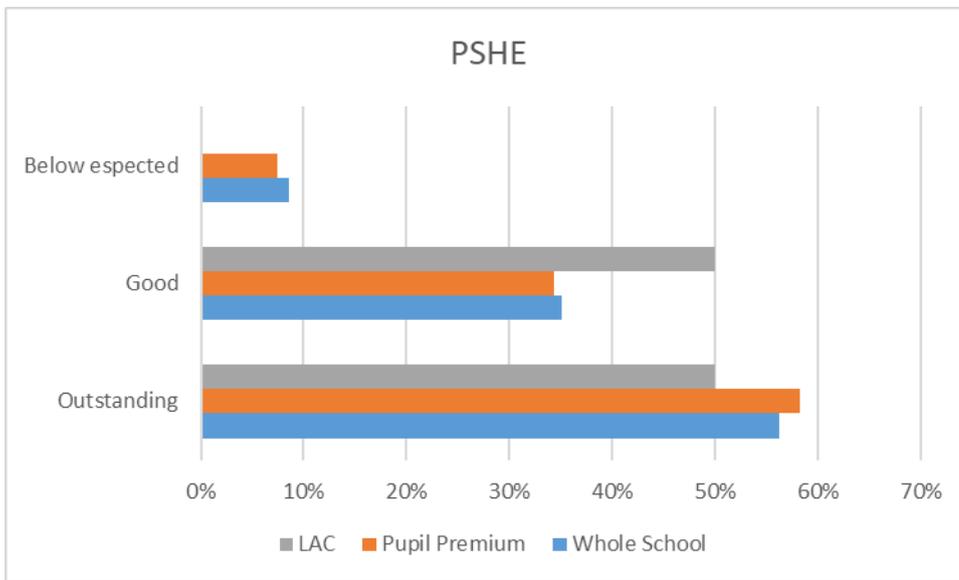
Pupil Premium and LAC English progress compared to whole school:



Pupil Premium and LAC Maths progress compared to whole school



Pupil Premium and LAC PSHCE progress compared to whole school



Benefits for Students & Families-

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

Cost	Activity	Outcome
	After school club Staffing – every Tuesday evening- 2 groups Sept- Feb ½ term/ Feb to July Resources	Unfortunately due to the COVID19 pandemic this has not operated
	Play schemes- Easter, Summer, February ½ term – staffing Easter – 4 days, Summer 2 weeks, Feb ½ term 2 days	Unfortunately due to the COVID19 pandemic this has not operated. We held one play scheme during the Easter break 2021 for 4 days. This was externally funded- HAS funding
£7,500	Family support worker	Families access support, home visits, workshops support group, early help, signposting, information day
£20,000	TA4 1:1 tuition, language and communication/ other intervention work, LAC support	Pupils receive 1:1 tuition for literacy, numeracy, writing, language and communication groups...
£10,000	Partly funds Teaching assistants level 4 for behaviour,	We support for parents and carers on behaviour management – resources and advice / training. Our most complex PP pupils are supported with advanced Team Teach techniques and training for the teams to support this.
£13,000	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 a breakfast snack at break time – Unfortunately for this academic year due to COVID19 we have been unable to run our breakfast club. We find a healthy breakfast snack 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 milk and water. This has helped to encourage healthy eating
£2,500	Resources for LAC pupils	Specific resources targeted at pupils this includes

		sensory resources and choice time activities, laptops where required.
£57,500	Total	It is our intention to put the money not spent to support the recovery work next academic year – prioritised area is emotional trauma therapy

1. Family Support 2020/ 21

<u>Activity / case study</u>	<u>Description of activity</u>	<u>Outcome</u>
Attendance panels	<p>This academic year, soft panels have been arranged with families of pupils below 90% attendance with unsatisfactory reasons such as numerous illnesses and unexplained absences. Soft panels were arranged predominantly in the autumn and summer term as pupils were learning from home in the spring term due to the national lockdown.</p> <p>There has also been ample support for families who have been very anxious to send their child back to school in the autumn term due to the pandemic via telephone conversations on a regular basis. This was the first and predominant response in the Autumn to give the families reassurance and build trust that their child would be safe in school during the pandemic and therefore send their child into school.</p> <p>Families that decided to take holidays in term time were immediately put forward for a penalty notice to the LA.</p> <p>The arrangement of soft panels and the collation of information needed for such are completed by both the school attendance lead and a linked TA3.</p>	<p>In the autumn term, being the beginning of pupils returning to school after the first national lockdown, families overcame their anxieties around sending their child into school due to the support received. Their child's attendance then improved from this point.</p> <p>From soft panel meetings, some families have responded well to the reflective conversations about their child's attendance where school have provided resources to support morning routines, social stories etc. This has then had a positive impact on their child's attendance overall.</p> <p>For pupils where their attendance did not improve and where families were unwilling to access the support provided, attendance information was submitted to the LA for FPN.</p>
Regular Parent Group Sessions held virtually	Due to ongoing safety measures during COVID 19 parents and carers group has had to continue to run slightly differently.	These groups give parents and carers the opportunity to meet and be supported by like-minded people offering peer support and advice.

	<p>Parents and carers groups / information sessions have continued to run through an online format, with 3 sessions have been held each half term using Microsoft Teams meetings. Allowing parents and carers to join on a Thursday morning from home through their, phone, laptop or computer. The sessions have all covered specific topics and were supported and informed by online surveys completed by parents which looked at safe ways of groups continuing and topics / areas of interest for this academic year.</p> <p>These sessions continued to run on a Thursday morning supported by information and updates from both school staff and outside agencies. This year parents have been invited to join sessions attended by school staff looking at diet, hygiene, growing and changing, E Safety, How to read with your child, Behaviour, Relationship and Sex Education syllabus, moving on and planning for the future and schools safeguarding processes. We were also joined by outside agencies and community groups including Manchester Home to School Transport and Talbot House Community Support.</p>	<p>Sessions were attended by between 2-12 parents per group with a total of 24 different families attending at least 1 session.</p> <p>Encourages Parents and Carers to get to know staff and local support agencies to ensure families can better support themselves in the local community. Parents were able to ask questions and elevate any worries either in the meeting or by contacting the Family Support worker following the meeting. Information and resources from each session are then held on the schools website on the parents and carers group page so families can access any links, resources and information shared.</p>
<p>Individual Family Support</p>	<p>Over the academic year individual support, advice and referrals have focused around the following areas:</p> <ul style="list-style-type: none"> -Home visits to support with attendance worries or welfare concerns- including children's attendance affected by COVID 19. - Referrals into the specialist resource team to support families with both new applications for short breaks or to support with reassessment of need / resolve any ongoing queries around current offers. 	<p>A more consistent approach to understanding attendance and ensuring barriers to attending are removed and young people are regularly seen safe and well.</p> <p>Families and young people offered independence opportunities in the community. As well as breaks and respite to support around school hours</p> <p>Ensuring young people and</p>

	<p>- Support around applications and appeals / liaising with home school transport to resolve and questions worries from parents and carers.</p> <p>-Referrals in to local support agencies such as Talbot house and Early Help services for ongoing family support.</p>	<p>families are supported when applying and challenging decisions around transport to ensure school attendance is regular and consistent.</p> <p>Ensuring families know local support routes and provisions. To ensure families are accessing appropriate benefits and can get additional help when needed in removing barriers to both care and learning for young people.</p>
--	--	---

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 strategies to support at home</u>	Online parents group led by Lead TA for behaviour where the aims were to provide parents with an understanding of why challenging behaviour occurs, give parents some tools and strategies that would aim to reduce the frequency and duration of incidents happening and to give parents an understanding of how to do some restorative work with their child following an incident using the 'repair and reflect' format within school.	<p>Parents have an increased confidence in dealing with their child's behaviour and have strategies to support their child that provide consistency.</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> <p>Positive feedback from parents about the session and parents now have clear strategies and scripts to follow when communicating with their child following an incident happening at home.</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</p>

		<p>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 positive behaviour at home.	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 at home. Parents/Carers have continued to seek support if behaviour has changed.

Case studies:

Parental concern	Support given	Outcome
Pupil A (year 13). Parent requested support with managing behaviour at home, particularly with behaviour around routine and accessing the community during lockdown.	Social story Reward Chart Visual schedule Symbols provided Regular phone calls	Parent has a range of strategies and resources to support in managing behaviour at home. Parent now feels more confident being able to deal with changes that happen in routine and being able to manage them effectively so that parent and pupil can continue to access relevant activities. Parent has regular phone calls and talks to continue to request extra support needed.
Pupil B (Year 13) challenging behaviour at home. Excessive eating.	Social story Reward Chart Visual schedule Symbols provided Regular phone calls	Parent has a range of strategies and resources to support in managing behaviour at home. Parent now feels more confident being able to deal with changes that happen in routine and being able to manage them effectively so that parent and pupil can continue to access relevant activities. Parent has regular phone calls and talks to continue to request extra support

		needed.
Pupil C- (year 7) needed behaviour strategies to support at home and ways to provide consistent routines at home during lockdowns and periods of isolation.	Social stories Regular phone calls Strategies for home OT support Reward chart Visual schedule	Parents have a wide of strategies to support the child effectively and has used this to some effect. OT has provided strategies to use to meet sensory needs. Parent maintains strong communication with school and strategies are continually updated and changed based on pupils changing needs.

3. O.T. work 2020/21

North Ridge has continued to commission an Occupational Therapist a half day per 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.

Activity / Case study	Description of activity	Outcome
Sensory Profiling	18 pupils were observed and staff training was delivered to help staff understand sensory profiles and how to use in classroom. Following observations 15 new profiles were written 3 were updated.	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. Parents have written guidance and strategies' that they can use at home.
Sensory guidance for parents	Sensory strategy information created for parents to use during Covid 19. Individual phone calls to parents to support around issues identified in EHCP reviews or CIN meetings	Parent friendly advice sheets created with strategies and guidance. Parents have written guidance and strategies' that they can use at home.
Food group	3 pupils were identified and 2 completed the course. 1 pupil did not complete all sessions due to isolation (Covid)	Pupils who attended began to explore more with food. They accepted a range of foods on their plate and became more confident to touch and smell different foods. Report was written to support staff and families with strategies to use.
Identifying appropriate equipment to support sensory diet.	Following observations the OT had advised staff on appropriate equipment to support students to engage in learning by having an appropriate sensory diet.	Where equipment has been purchased and provided there has been an increase in pupil ensnarement and a reduction in sensory seeking behaviours.

	Examples of equipment include: move n sit cushions, Bear Paw jacket, and tactile resources.	
Sensory training for staff.	Training provided for staff to further develop their understanding of meeting sensory need.	Staff feel confident to plan sensory activities to support pupils' sensory needs. They have a better understanding of how to provide sensory activities within the school day.

1. **Breakfast club**

It is important for children to establish good eating habits while they are young, as 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. Unfortunately breakfast club has not been running this year. Pupils have been making use of our gym and been encouraged to rebuild their stamina through exercise.

2. **Extended School Provision**

After school club has not run this year. We will reintroduce it in 21/22

Intervention 2020-2021

Intervention sessions have been delivered to pupils across the school and were funded by Pupil Premium money.

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.

Through our Recovery Curriculum we were able to identify pupils who needed additional supported due to the impact of Covid school closures/self-isolating.

We have continued to deliver interventions despite the challenges presented by the pandemic. However some sessions have been impacted by school closure/bubble closure/pupil illness and staff illness due to Covid. This has meant that some interventions have taken a longer time to complete.

Autumn

- Number of pupils:20
- Of which pupil premium: 7
- Of which LAC:4
- Boys: 10 Girls: 10
- Interventions delivered were: E-Safety, English, Maths

Progress:

- 8 pupils made above expected progress
- 12 pupils made expected progress

Spring

- Due to school partial closure the interventions were delivered online.
- Number of pupils:15
- Boys: 8 Girls: 7
- Interventions delivered were: English, Maths

- 5 pupils returned to attending school
- 5 did not engage despite weekly phone calls, provision of IT and support

- 5 attended online sessions
- Of which pupil premium: 4
- Of which LAC:1
-
- **Progress:**
- All pupils who engaged in online session made expected or better progress

Summer

- Number of pupils:17
- Of which pupil premium: 11
- Of which LAC:4
- Boys: 10 Girls: 7
- Interventions delivered were: English, Maths

Progress:

- Interventions are ongoing due to impact of Covid isolation causing delays

- All pupils are making progress

LAC pupils:

- All pupils made expected or better progress

Pupil	Key Stage	Target	Outcome
Pupil A	KS3	To understand the value of coins and notes. To use the value of coins to count amounts to 50p.	Pupil A confidence has developed across all areas of maths. He has used the strategies he learned in his intervention sessions and applied them to his maths lessons in the classroom. He is able to count on and count in jumps of 2, 5 and 10 to support him in adding amounts of money. He has made good progress in maths this term.
Pupil B	KS3	To identify and decode CVC words.	Pupil B is confident when reading his reading book. He is able to sound out words independently and therefore is enjoying reading. It has also helped when he is completing his weekly spelling test.
Pupil C	KS4	To recognise and know the value of different denominations of all coins and notes.	<p>Pupil C can recognise and order all coins.</p> <p>She can compare amounts and identify which is greater/smaller in value. She can add coins of the same value together up to £2.</p> <p>Pupil C has been able to transfer these skills during our Maths – measurement lessons. She is applying this knowledge to help her</p>

			understand the value of coins when adding them together. She can add 5p and 10p coins up to a given amount.
--	--	--	---

Language and Communication

- 14 pupils
- Of which 7 received PP
- Support for 2 classes

<u>Activity / Case study</u>	<u>Description of activity</u>	<u>Outcome</u>
Communication books	Support for individual pupils and class team and provision of individualised communication boards and books.	Pupils identified have up to date communication books/boards which allows pupils to communicate better and access their learning.
PECS	Assessment of pupil need, training to staff and provision of PECS resources. Ongoing monitoring	Staff are confident to support pupils in developing their communication using PECS's structure and resources. Pupils are able to communicate their needs and this has had a positive impact on pupil behaviour and communication.
AAC device	Assessment of pupil need, staff training and set up of AAC device. Ongoing monitoring.	Work with SALT to training and support staff in using AAC with individual pupils. Pupils are now able to communicate using AAC and this has had a positive impact on their learning and behaviour.
Whole class support	Training for staff on visual aids to support language and communication. Assessment of pupil needs in class and provision of resources.	Classroom environment now has improved visual aids to support pupil's communication. This has had a positive impact on pupils learning and communication.

Covid 19 – support for pupils and their families

<u>Support</u>	<u>Target group and number</u>	<u>Impact</u>
Home visits	The spring term 21 we had several pupils home learning and some students shielding until the	Throughout this time positive contact was maintained. Some pupils were able to make use of

	end of the term	our on line learning platform, some continued with paper learning packs. We reintroduced doorstep visits, phone contact and where necessary food parcels.
One to one on line learning	<p>During school closures interventions were offered online following pupil individual programmes.</p> <p>Pupils in KS5 had a blended learning programme and all pupils were offered the opportunity for 1:1 and small groups teaching.</p> <p>Not all families accessed this and learning was delivered online via Seesaw and as hard copies of work packs.</p>	Pupils who engaged online in one to one or small group lessons engaged well and as well as the benefit of direct teaching teachers were able to offer pastoral support.
Other equipment sent home	<p>A range of equipment was sent home to support pupils to access their learning at home. This included:</p> <ul style="list-style-type: none"> -Sensory stories and props -Sound buttons -laminated visual resources -sensory stories <p>In addition to this we lent pupils some resources to support their physical wellbeing including:</p> <ul style="list-style-type: none"> -classroom seating -standing frames - walking frames -ICT mounts 	This had a positive impact on pupil's access to learning as parents were able to support pupils to engage with the activities planned online and as hard copies. For those pupils who required physical aids the loan of the school equipment meant that pupil's physical health could be managed well at home.

3. ICT Support

In September 2021 we carried out a whole school audit of each student's domestic ICT provision. This enabled us to highlight those Pupil Premium/LAC students who required additional hardware at home. As a consequence of this audit 13 students were provided with a laptop.

During lockdown and self-isolation, students use the laptops to access work uploaded to the school virtual learning environment (Seesaw) and to take part in online live learning lessons and online school activities (i.e. departmental assemblies (SeeSaw). Students are able to interact online with staff via SeeSaw and receive additional support with their remote learning.

Students are also given technical support by the TA2 for ICT and website. This support involves site visits as well as telephone support.

Priorities for 2021/22

- After school club
- Play schemes
- Breakfast club- reducing and improving health eating
- Interventions for emotionally vulnerable pupils- CSE, Violent extremism, nurture work ,understanding of sexuality and gender, dealing with peer on peer abuse
- 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
- Dealing with emotional trauma