



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.

In this report we are providing information on Pupil Premium, Covid Catch up, School led tutoring, Recovery pupil premium

Pupil Premium 2021/2022-BK

North Ridge received a total of **£81,175.00** pupil premium funding for the financial year 21/22 for pupils entitled to free school meals. Out of the 198 students on roll 57 are sixth form students and as such are not eligible for pupil premium. Out of the 141 students of statutory school age a total of 85 students meet the funding criteria. This is 60.28% of the school population at North Ridge.

£4,725.00 LAC pupil premium funding was received. In 21/22 there were a total of 3 statutory school age students in receipt of PP LAC funding. There are 2 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 7 years of data to compare since the end of national curriculum levels.

In September 2021/22 we changed our assessment software and have now moved over to using Onwards and Upwards replacing Classroom Monitor. This enables us to upload bespoke assessment criteria that meets the needs of our pupils.

We have compared our rates of progress with two other outstanding special schools in Manchester in the past. Our rates of progress are comparable with these schools. Since the pandemic we have not repeated this but plan to in 22/23

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 Onwards and Upwards. The systems used in each department are as follows:

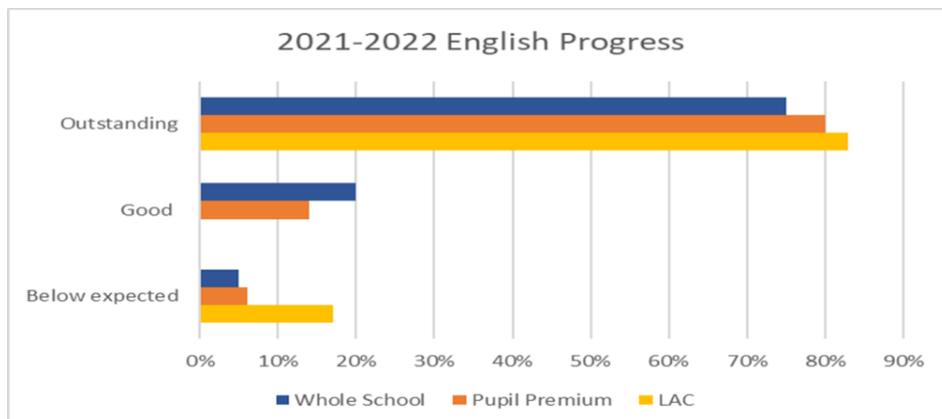
- **KS3:** B Squared Connecting Steps
- **KS4:** B Squared Connecting steps
- **KS5:** Onwards and Upwards KS5 curriculum
- **ASD:** B Squared Connecting Steps (English, Maths and PSHE), B Squared Autism Progress (Communication, Social Interaction, Flexibility of Thought, Emotional Regulation)
- **Experiential:** B Squared Engagement Steps (Cognition and Learning, Communication and Interaction, Sensory and Physical, Social, Emotional and Mental Health)
- **PE:** Onwards and Upwards PE Curriculum
- **Science:** Onwards and Upwards Science Curriculum

GRAPHS SHOWING PROGRESS FROM SEPTEMBER 2021- JUNE 2022

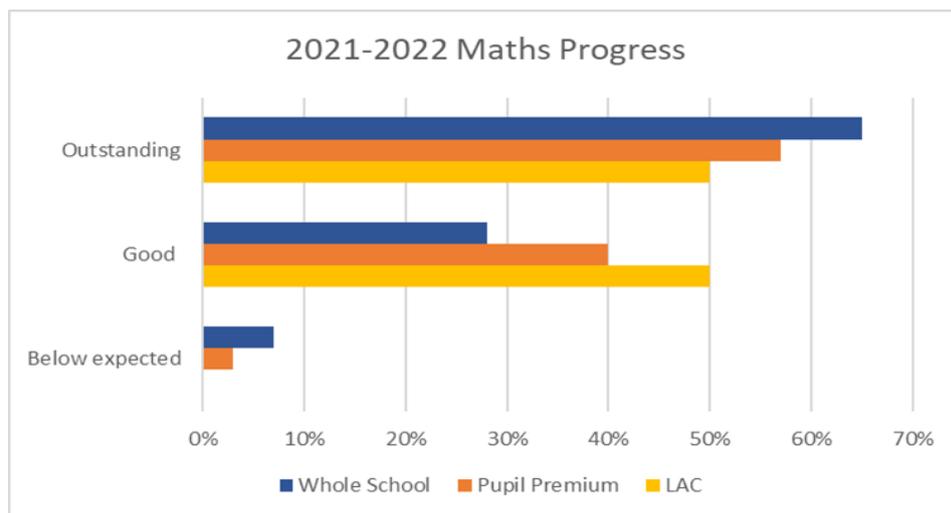
Pupil Premium and LAC English progress compared to whole school:

LAC pupils account for a very small percentage of our pupils. The below expected percentage therefore looks high, however, only one pupil made below expected progress.

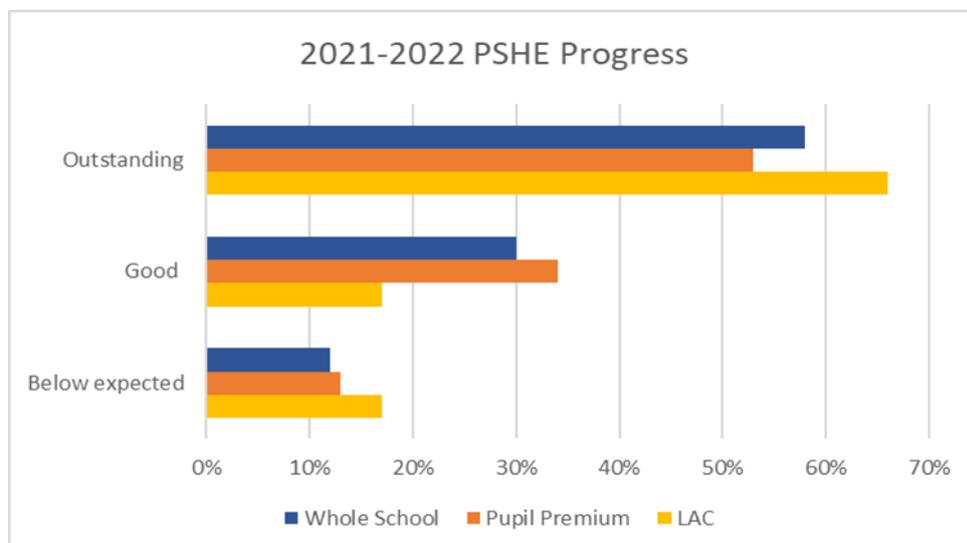
Pupil Premium and LAC English progress compared to whole school:



Pupil Premium and LAC Maths progress compared to whole school:



Pupil Premium and LAC PSHE 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:

<u>Cost</u>	<u>Activity</u>	<u>Outcome</u>
£1250	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 until we reopened after school after May half term 2022- this has helped to provide a further opportunity for pupils to mix with their friends in a less formal setting
£7988	Play schemes- Easter, Summer, February ½ term – staffing Easter – 4 days, Summer 2 weeks, Feb ½ term 2 days	We have held play schemes this year funded through pupil premium – they have proved so popular that we have had 2 groups for each. The pupils have enjoyed active sessions whilst also having a chance to socialise with friends.
£8000	Family support	A member of our admin team provides support, with sign positing , completing applications, help in sorting home to school transport etc.
£35,000	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...
£14,000	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.
£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 a breakfast snack at break time – Unfortunately for this academic year due to COVID19 we did not run our breakfast club until mid-way through the year. Working parents as well as pupils travelling independently from a long distance away from school benefit from this service 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
(£4,725.00- LAC pp)	Direct intervention work – maths/ English	Resources where required for home
(£14,000- covid funding)	Emotional trauma support	Following the covid pandemic and loss of a member of staff we have offered art therapy to a number of pupils in school who have experienced loss. The pupils involved have enjoyed these sessions and we observe an improvement in interaction and confidence

1. Family Support 2021/ 22

<u>Activity / case study</u>	<u>Description of activity</u>	<u>Outcome</u>
Attendance panels - ST	A deputy Head Teacher and level 3 TA currently monitor school attendance. Throughout the academic year, on a	In some circumstances, the identified pupil's attendance improves. This is the best possible outcome. To

	<p>fortnightly basis, pupil attendance is monitored. When a pupil's attendance decreases and is identified by the school attendance leads, an attendance meeting is held with the family. This is to inform the family of our concerns, identify the reasons for increased absences, identify if there are any measures or support that can be offered to the family and possibly refer to the early help team if applicable. After these meetings, the pupil's attendance will continue to be monitored for improvement.</p>	<p>ensure this is maintained, the pupil is added to a monitoring list for the remainder of the academic year and the next.</p> <p>Unfortunately, there are some circumstances whereby the pupil's attendance does not improve. This could be due to continued sporadic absences or the family continuing to have unauthorised holidays. In these cases, a fixed penalty notice is submitted to the Manchester Attendance Team.</p>
<p>Regular Parent Group Sessions held virtually</p>	<p>Offered as online until 3/5/22 the face to face:</p> <ul style="list-style-type: none"> • Introduction and curriculum overview • Maths- ideas to help you child at home. • Reading with your child. • Safeguarding • E safety • School health overview • Behaviour- how to support you your child at home • Diet and healthy eating. • PHSCE/RSE • Meet and greet: come and meet school staff and other parents. • Parental support and guidance- what Talbot House can offer. • Accessing health services • Supporting behaviour at home and preparation for 	<p>Following a survey sent to parents/carers a range of sessions were delivered by staff in school and also external visitors.</p> <p>Information for sessions is sent out via group call and is posted on school website and Twitter</p> <p>Sessions were face to face until April 22.</p> <p>In April 22 sessions were delivered face to face and parents/carers had the opportunity to visit the school café after the session.</p> <p>After each session a feedback form was sent out to those who attended and any additional support that was identified was given.</p> <p>E.g. e-safety resources, Maths resources.</p> <p>The session led by Talbot House was most attended – 12 families- and from this 7 families booked an appointment with Talbot</p>

	<p>change.</p> <ul style="list-style-type: none"> Getting ready for summer holidays: ideas for activities and support with resources to prepare your child. 	<p>house for additional support.</p> <p>All of the information from the sessions are put onto school website.</p>
Individual Family Support	<p>Transport appeals- 30 families (21/22)</p> <p>Transport applications- 69 (for Sept 21) 32 (for Sept 22)</p> <p>Support with benefits- 16 families.</p> <p>Support with travel passes- 7 applications.</p> <p>Support with DBS applications- 6 families.</p> <p>Letters of support for housing issues.</p> <p>Ongoing support providing regular information via group call/email on – courses, local offer, open days, short breaks.</p> <p>Support with completing Family Fund applications.</p> <p>Support with completing CAMHS information.</p>	<p>Parents have been provided with verbal and written support.</p> <p>Transport appeals resulted in all applications being processed and for those who met criteria HTST was awarded.</p> <p>Letters of support for benefits have ensured that families still receive correct benefits.</p> <p>Families have accessed short breaks information sessions to discuss their needs.</p> <p>Some families have accessed activities in the local community in response to the information sent out.</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>	We have delivered 2 parent workshop sessions- 1 via Teams and 1 face to face.	Parents who attended were given resources to support their child. These resources were specific to the support parents needed.
<u>Social Stories</u>	Social stories have been provided to parents covering a range of topics.	Social stories provided : menstruation, behaviour, independence skills, bereavement These are used in school and at home and support parents in communicating with their

		child
<u>One to one support for Parents/Carers</u>	advice given via telephone calls and in person including support with daily routine, schedules, symbols now and next boards and passing on information given by other professionals – OT, SaLT and CAMHS.	Parents have strategies and resources that they can use at home. Where the resources are used consistently parents report that they feel more confident in managing behaviour.

Case studies:

Parental concern	Support given	Outcome
Pupil F – safety in the home and unsafe behaviours. F sought out candles, matches and lighters and was caught setting fire to paper/tissue. F throws things out of the bathroom and bedroom windows at neighbours. F wanted to make drinks and snacks for himself but parents worried this wasn't being done in a safe way.	<p>Social stories sent home about keeping safe in the home and throwing things from windows.</p> <p>Symbol supported step by step instruction to make toast, sandwiches and drinks sent home for parents to try with F.</p> <p>In addition now and next boards, schedules and symbols provided for home to support his home routine.</p> <p>CAMHS referral for ADHD assessment.</p>	<p>F read the social stories regularly with parents – parents have reported more settled behaviour at home.</p> <p>F regularly makes snacks safely with parents supervising. F keeps instructions in the kitchen and hands them to parents when he wants to independently make snacks.</p> <p>Parents engage with school very well and are using now and next, symbols to add routine and structure at home.</p>
A – Support with morning routine – A was becoming angry at home and not wanting to get up, was missing the school bus regularly.	Social stories, now and next boards sent home. Phone calls to Mum to talk her through step by step how to use them. Mum phoned a number of times in the morning when problem was occurring and staff spoke mum through what to do.	A is attending school more frequently. Mum recently reported A likes getting on the bus now.

3. O.T. work

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. Unfortunately the OT has been absent since March 22 and there has been no available replacement. The OT is expected to return to work at the end of June 22.

Activity / Case study	Description of activity	Outcome
Sensory Profiling	Observation of pupils, discussion with class staff, completion of sensory profile	11 pupils have been supported and advice given to class team.
Sensory guidance for parents/carers	Individual support given to parents via phone calls.	Updates to sensory profiles. Sensory profiles and guidance sent to parents/carers.
Identifying appropriate equipment to support sensory diet.	Discussions with class teams to identify resources. Advice given on resources for sensory resources for calm rooms.	Each calm room has a sensory box. Additional resources are available for sensory rooms- weighted blankets, body socks, yoga balls.
Sensory training for staff.	Discussion with class teams to give advice on sensory strategies for pupils in class.	Advice given for individual pupils and also general strategies for classroom. Teachers have purchased additional sensory resources for their pupils. Class teams are clear on strategies to use with pupils in their class.

1. **Breakfast club- SJR**

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. Our breakfast club ceased running during COVID but we were excited to open it up to pupils again this academic year (21-22). During this year 7 students have attended daily, with additional students accessing ad hoc in order to support families specific needs.

2. **Extended School Provision - SJR**

During COVID lockdowns these provisions did not take place but were reintroduced our play schemes in 20/21 and our afterschool club resumed during the summer term of 2022. North Ridge provides 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 each academic year i.e. February, Easter and summer. 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 21/22 a total of 109 students accessed one or all of the play scheme, including PP, LAC and students identified for priority disadvantaged and/or vulnerable allocated places.

SCHEME	DURATION	STUDENTS	ACTIVITIES
FEB	2 DAYS	25	Sports Coaches
EASTER	4 DAYS	46	Zoo2U, "Oodles" Inflatables, Sports Coaches
SUMMER	5 DAYS	38	Sports Coaches, BBQ

3. AFTER SCHOOL CLUBS

In 2020/2021 the after school was not in operation due to covid restrictions. Year on year the ASC is incredibly popular with students and their families, as a result we split the provision into 2 groups in order to provide access to as many students as possible. 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. We were pleased to relaunch our after school club provision in the summer term of 21-22, during this term a total of 16 students have attend.

Intervention 2021-2022

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

Pupils received at least 8 sessions of intervention sessions in an area identified by the class teacher using all relevant data. Some pupils have had more than one intervention.

Autumn

- Number of pupils: 17
- Of which pupil premium: 10
- Of which LAC: 3
- Boys: 12 Girls: 5
- Interventions delivered were: English, Maths

Progress:

- 13 pupils made above expected progress
- 4 pupils made expected progress

Spring

- Number of pupils: 16
- Boys: 10 Girls: 6
- Interventions delivered were: English, Maths

- Of which pupil premium: 16
- Of which LAC:4

- **Progress:**

- 9 pupils made above expected progress
- 7 pupils made expected progress

Summer

- Number of pupils:16
- Of which pupil premium: 16
- Of which LAC: 3
- Boys: 12 Girls: 4
- Interventions delivered were: English, Maths

Progress:

- 16 pupils made above expected progress

LAC pupils:

- All pupils made expected or better progress

Examples:

Pupil	Key Stage	Target	Outcome
Pupil A	4	Will be able to independently write in the present tense. That will be able to independently write in the past tense.	Is writing in the same tense throughout a piece of writing more frequently in extended writing in English and Theme lessons. They uses the correct suffix when writing in present or past tense e.g. -ed and -ing. They can reread their work and make the changes to the incorrect tense with some verbal reminders.
Pupil B	3	Has a greater understanding of the value of £20. They can name everyday items you can purchase up to £20. They are confident adding the same value coins together to a given amount but requires prompts to add different	Is beginning to understand the value of different notes when paying for items. They need some prompts when the amount needs making using both coins and notes e.g. £17.50

		value coins together.	
Pupil C	4	Will be able to identify what change she would expect to receive when purchasing items up to £1.	Is more confident in tackling money related problems. She is able to identify change needed when purchasing items up to £1 using same coin values.

Language and Communication

Activity	Description of activity	Outcome
Wave 3 assessment- Specialist <i>3 pupils</i>	Individualised assessment including pupil observations, communication trial, training for class teams and home visits. Full report including targets completed post assessment.	Communication aid created and implemented including PECS, communication books and activity boards which are individualised for each pupils need. Ongoing support for implementation in class and half termly review. Home visits to support implementation at home for total communication approach.
Wave 2 assessment- Specific <i>4 pupils</i>	Whole class communication assessment. All/small group of suggested pupils are observed during one or two sessions. Pupils who require input have SALT report including targets.	Individual pupils are highlighted for input. Some required wave 3 assessment others have strategies suggested for class/ communication aids implemented including communication boards, sound buttons and PECS.
Wave 1 assessment- Universal <i>13 pupils</i>	Communication review. Pupils previously assessed have a communication review. SALT reports updated to reflect any changes.	Pupils previously assessed have a communication review or year 14 leavers required communication passports to support with transition. Pupils with previous input have communication review and new targets are set. Class teams were

		supported with classroom environment. Including AAC/eye gaze training for staff.
AAC Assessment <i>5 pupils</i>	The Manchester AAC Partnership consisting of SALT and teaching staff assess a pupil and explore a range of different AAC resources to help identify the best approach.	Communication aid trial and observation. Work with SALT to deliver training and support staff in using AAC with individual pupils.

Covid 19 – CATCH UP TUTORING

Amount -

<u>Support</u>	<u>Target group and number</u>	<u>Impact</u>
Support was provided by a school led tutor and all pupils received 15 sessions of tutoring in literacy or numeracy. The tutoring was delivered in school individually or in groups of 2/3.	Target group was KS3 and KS4 to address gaps in learning due to the impact of Covid 19.	All of the students made good or better progress.

Examples:

Pupil	Key Stage	Target	Outcome
Pupil A	4	Will read an analogue clock using o'clock, half past, quarter past and to, then on to 5 min. intervals. Will be able to correctly transfer analogue times to digital and also to convert times to 24hour format.	They are confident at using both analogue and digital clocks to read the time. They are beginning to use this knowledge to solve time related word problems.
Pupil B	3	Will be able to blend and chunk digraphs to read and spell CVCC, CCVC and CVVC words.	Their confidence in reading has grown and this is having a positive impact in all subjects. They will now attempt to read

			<p>instructions on a piece of work and attempt it independently.</p> <p>They enjoy reading much more than they did and will now engage and contribute to all parts of guided reading lessons</p>
Pupil C		To solve time and money based number stories using the RUCSAC method.	They can use RUCSAC to complete quite complex word problems involving as many as 3 steps to complete the calculation. They were more confident when completing end of KS4 exams.

Art Therapy

For 2021/ 22 we commissioned an art therapist from One Education to work with school to support pupils who had been significantly impacted by loss during the pandemic. In addition to this a long standing member of the school staff died in summer 2021 and this had an impact on the pupils in her class as well as staff. The support was targeted at specific pupils. For most pupils the work has continued throughout the academic year. 5 pupils have received support 3 for a full academic year and 2 for half an academic year each. The impact on the pupils has been very positive and we plan to continue and extend the work into 22/23

Priorities for 2022/23 –

- After school club
- Play schemes
- Breakfast club- improving health eating and activity
- 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 now via our extended admin team
- Core subject interventions- in particular language and communication, reading, writing maths- in addition national tutoring programme
- Healthy living fitness support
- Workshops for families
- TA4 LAC support, including interventions
- Dealing with emotional trauma support – as we have recently experienced the sudden death of a pupil we are extending the support to pupils and staff

