



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.

Pupil Premium 2022/23

North Ridge received a total of £83,725 pupil premium funding for the financial year 22/23 for pupils entitled to free school meals. Out of the 197 students on roll 59 are sixth form students and as such are not eligible for pupil premium. Out of the 138 students of statutory school age a total of 88 students meet the funding criteria. This is 63.7% % of the statutory school age population at North Ridge.

£7875 LAC pupil premium funding was received. In 22/23 there were a total of 3 statutory school age students in receipt of PP LAC funding. There are no sixth form students who were LAC during this period but 2 age 19 students in supported accommodation.

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.

We continue to use B Squared to assess the majority of core subjects and have 7 years of historic data.

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

Over the 2022-2023 academic year we have compared our rates of progress and assessment judgements with 5 other special schools. Our rates of progress are comparable with these schools.

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

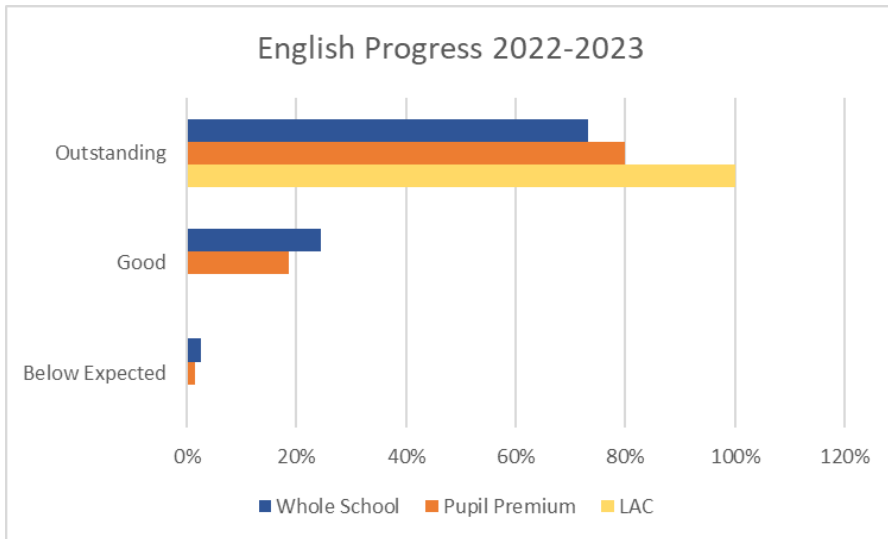
Assessment Systems

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

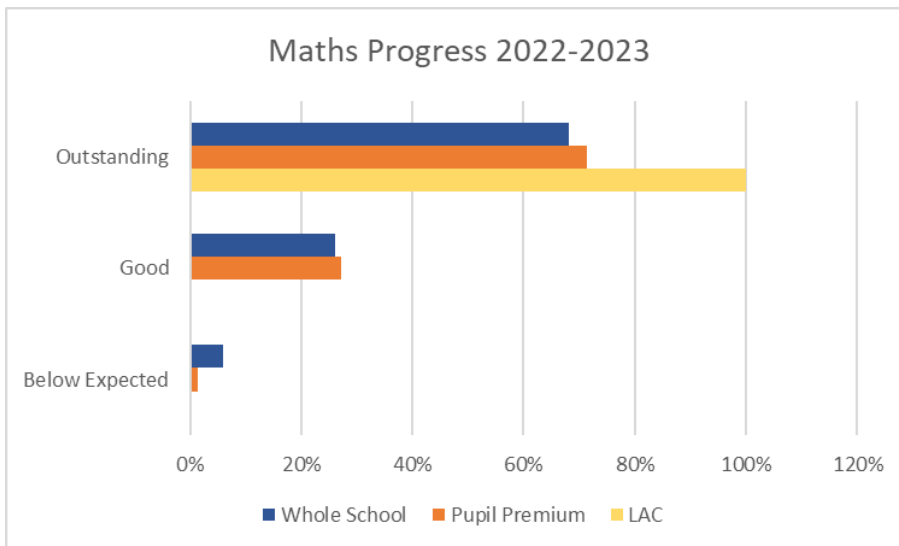
- **KS3:** B Squared Connecting Steps
- **KS4:** B Squared Connecting steps
- **KS5:** Onwards and Upwards KS5 curriculum
- **Structured learners:** B Squared Connecting Steps (English, Maths and PSHE), B Squared Autism Progress (Communication, Social Interaction, Flexibility of Thought, Emotional Regulation)
- **Experiential:** BSquared 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 2022- JUNE 2023

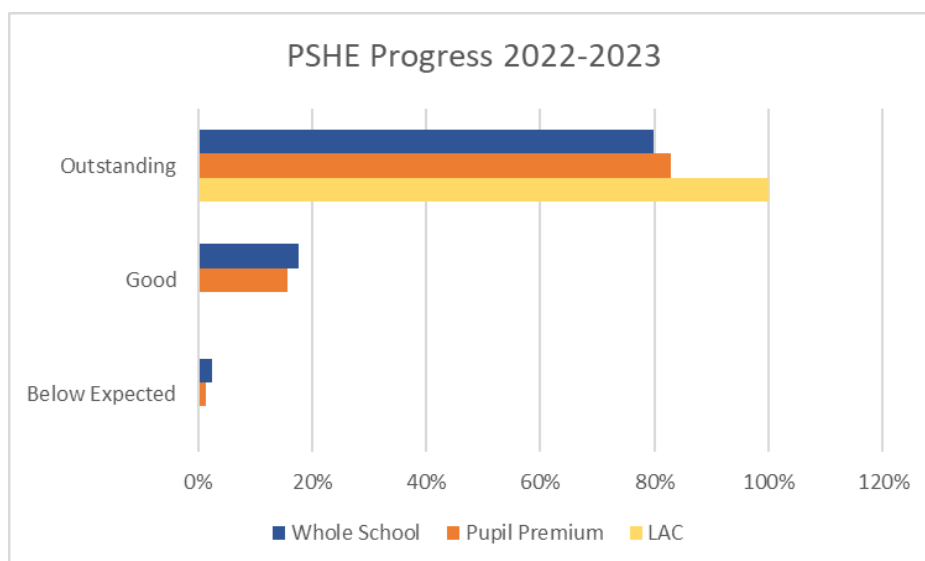
Pupil Premium and LAC English progress compared to whole school:



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:

Cost	Activity	Outcome
£2245	After school club Staffing – every Tuesday evening- 2 groups Sept- Feb ½ term/ Feb to July Resources	This has helped to provide a further opportunity for pupils to mix with their friends in a less formal setting
£7980	Play schemes- Easter, Summer, February ½ term – staffing Easter – 4 days, Summer 1 week, 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.
£6000	Family support	A member of our admin team provides support, with sign positing , completing applications, help in sorting home to school transport etc.
£26,000	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. For some pupils we provide one to one support to develop their understanding around safety in the community or e safety
£14,000	Partly funds Teaching assistants level 4 for behaviour,	We provide 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.
£6,000	O.T. and assistant to support sensory integration assessments and programmes	Once a fortnight 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 –. 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
(£7875- LAC pp)	Direct intervention work – maths/ English	Resources where required for home
£14,000-	Emotional trauma support	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
£3,500	Counsellor service	There is an allocation of 3 sessions once a week to support pupils in school who require emotional support.

1. Family Support 2022/ 23

<u>Activity / case study</u>	<u>Description of activity</u>	<u>Outcome</u>
Support with HTST appeals and applications	Support for families to apply for HTST and support for appeals where needed.	All pupils have HTST where they are eligible however the LA has not been able to commission HTST for all

		pupils despite their eligibility.
Parent/carer group	Range of planned sessions which has included support from external providers.	Families have been supported to develop their skills and knowledge of how to support their child at home e.g. with behaviour, reading, writing. Families have had external support for housing/benefits/social activities.
Individual support for completing applications for HTST/PIP/benefits	Individual support and supporting letters.	Clear information given by school has supported families to access the correct benefits and also housing support.

2. Workshop Support for parents/ carers

At North Ridge we continue to support our families by providing a variety of visual/ written resources for them to use with their children pupils to help develop 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>
Reading with your child at home	Parent/carer group led by lead for English	Families were given ideas and strategies for activities to do at home to support their child with reading.
Maths activities to do you with your child at home	Parent/carer group led by lead for maths	Families were given ideas and strategies for activities to do at home to support their child with maths
Behaviour strategies to use at home	Parent/carer group led by assistant head for structured department	Families were given ideas and resources shown how to at home to support their child.
Riding the Rapids	Provided in school by CAMHS	Parents were given behaviour strategies to support their child at home

Case studies:

<u>Parental concern</u>	<u>Support given</u>	<u>Outcome</u>
Pupil x transitioned to supported living – Pupil x has complex behaviour and communication needs. The transition needed to be as smooth as possible, communication, schedules and routines needed to be consistent across all provisions accessed for	School and class teacher shared BP plans, sensory profiles and resources used to support Pupil x. New carers invited into school to observe resources being used and how best to support Pupil x. Class teacher visited new	Transition was smooth, Pupil x. has remained fairly settled throughout the process. Staff working with Pupil x. have a good understanding of how best to support him and communication between school and home remains good.

<p>Pupil x.</p>	<p>home to advise how best to support in this new setting.</p> <p>Regular updates on behaviour incidents to ensure home staff are aware of the day Pupil x. has had, this allows them to best support Pupil x. when he arrives home.</p>	
<p>Pupil y can struggle with changes that happen at home. Mum shared these concerns with school e.g. Mum travelling, Brother moving out of the family home.</p>	<p>Mum invited into school on a number of occasions to meet with class teacher and behaviour lead to discuss pupil y's behaviour both in and out of school.</p> <p>Resources provided for home to ensure continuity between home and school.</p> <p>Social stories created by the class team to use at home to prepare and support Pupil y with any upcoming changes.</p>	<p>Mum reports that Pupil y responds well to social stories, these help him to better understand what is happening and why. They support him in being less anxious and to better deal with the changes occurring.</p>
<p>Pupil z can display challenging behaviours at home, Parents sometimes struggle to explain to pupil z why he should not do certain things. Parents asked for support from class teacher will this.</p>	<p>Class teacher created social stories for parents to use at home to support in explaining to pupil z how and why he needs to make safe choices.</p> <p>Parents have also been given symbol supported instructions for daily tasks such as hygiene routines in order for pupil z to be more independent at home without the need to use lots of spoken communication to direct him in a task.</p>	<p>Parents report that they are helpful and continue to ask school for support when needed.</p>

3. O.T. work - GF

In Autumn 22 the commissioned OT was absent from school. In October 22 the commissioned service was withdrawn from all schools in Manchester.

As a result, North Ridge commissioned an OT service. This started in February 23 . The provision commissioned was an OT and an OTA (Ot assistant) fortnightly until July 23.

The OT & OTA have been working with classes and with individual pupils on sensory processing and sensory integration activities.

In order to support the sensory activities ,the OT identified additional resources and these were purchased.

Activity / Case study	Description of activity	Outcome
Class R	Work with class team to develop sensory integration activities for all pupils.	Clear strategies used in class support pupils in self regulation and being more ready to learn.
Pupil A	Observations and sensory advice.	Through the use of consistent strategies pupil A is calmer and more ready to engage in learning
Pupil B	Oral motor review and programme planning	Pupil has oral motor programme that is used by staff and also parents. The pupil has resources to support this programme
Pupil C	Sensory assessment and staff training	Pupil is calmer and more ready to engage in activities as all staff are confident to use the strategies on the pupils programme.

4. Extended School Provision

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. The schemes aim to offer appropriate activities and engagement to meet the needs of each individual to ensure a meaningful offer.

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 the 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 also aims to support working parents and those families with multiple school drop off. 13 students attended breakfast club in 22/23, 6 of those attending were in receipt of PP.

Play schemes

The three play scheme sessions take place during school holidays each academic year i.e. February, Easter and summer. LAC/PP 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 22/23 a total of 111 students accessed one or all of the play schemes, including PP, LAC and students identified for priority disadvantaged and/or vulnerable allocated places.

SCHEME	DURATION	STUDENTS	ACTIVITIES
---------------	-----------------	-----------------	-------------------

Feb	2 days	34	Sports coaching, sensory
Easter	4 days	35	Bowling, flip out, sensory, sports coaching
Summer	5 days	42	Bowling, sensory, sports coaching, BBQ party

AFTER SCHOOL CLUBS

The ASC is incredibly popular with students and their families, as a result we split the provision into 2 groups (Sept-Feb and Feb-July) to provide access for 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, sensory, outdoor sports, music, ICT) students also benefit from themed activities and external visits. The provision offers an opportunity for students to socialise with their peers in a safe and familiar environment.

Intervention 2022-2023

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: 18
- Of which pupil premium: 18
- Of which LAC: 3
- Boys: 10 Girls: 8
- Interventions delivered were: English, Maths

Progress:

- 13 pupils made above expected progress
- 5 pupils made expected progress

Spring

- Number of pupils: 14
- Boys: 13 Girls: 1
- Interventions delivered were: English, Maths

- Of which pupil premium: 14
- Of which LAC: 3

➤ **Progress:**

- 10 pupils made above expected progress
- 4 pupils made expected progress

Summer

- Number of pupils: 25
- Of which pupil premium: 25
- Of which LAC: 3
- Boys: 19 Girls: 6
- Interventions delivered were: English, Maths

Progress:

- 11 pupils made above expected progress
- 14 pupils made expected progress or are on track to make expected progress by the end of the 8 sessions.

LAC pupils:

- All pupils made expected or better progress

LAC pupils:

Examples:

Pupil	Key Stage	Target	Outcome
Pupil A	Structured	will be able to write in full sentences including determiners (e.g. a, the, an etc.) and punctuation (commas, capital letters, full stops).	is more consistently including punctuation in the correct place. On going work to include determiners within their writing.
Pupil B	KS3	To read and make times in 15 minute intervals.	can read and make times with greater accuracy to quarter past and quarter to the hour. Understands common time facts and can identify key times of the day. Is working on reading time to 5 minute intervals with greater independence.
Pupil C	KS4	To follow step by step visual (video, photo, symbol) instructions to create a product.	Can read and follow a simple recipe with prompts to make a sandwich. Using symbols, he was also able to evaluate his work. Is working towards creating a recipe for a pizza with toppings of his choice.

Language and Communication

Activity	Description of activity	Outcome
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.

Art Therapy

For 2022/ 23 we commissioned an art therapist from One Education to work with school to support pupils who had been significantly impacted by loss. 7 pupils have received support 4 for a full academic year and 3 for half an academic year each. The impact on the pupils has been very positive. The pupils involved have been able to explore their emotions and how they self- manage their behaviour. Staff in school have also benefitted from a training session. We plan to continue and extend the work into 23/24

Counselling services

In February 23 we introduced a school counsellor as a commissioned service to our pupils and staff. This has been an additional way we have supported member of our school community with their mental health. The funding for this service is split between the pupil premium budget and the main school budget. 5 pupils have received support from the school counsellor and have benefitted from this intensive work.

Priorities for 2023/24

- 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 ta2 family support worker
- Core subject interventions- in particular language and communication, reading, writing maths- in addition national tutoring programme
- Workshops for families
- TA4 LAC support, including interventions
- Dealing with emotional trauma support – art therapist and school counsellor