

Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Northway School
Number of pupils in school	124
Proportion (%) of pupil premium eligible pupils	35.48%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	Nov 2021
Date on which it will be reviewed	Nov 2022
Statement authorised by	Head Teacher
Pupil premium lead	Head Teacher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61870
Recovery premium funding allocation this academic year	£6670
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£68540

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils.

For all the children at Northway the overriding barrier to achievement is the nature of their special educational needs (including cognitive and communicative ability and behavioural issues). However we recognise that for families where housing and income are particular problems then pupils could benefit from support to enable them to progress.

Although this strategy is focused on the needs of our pupils eligible for the premium, it will also benefit the rest of the pupils at Northway where funding is spent on whole-school approaches. We reflect on our approaches and introduce wider strategies as and when needed.

Our strategy aims to provide targeted intervention to develop pupil communication and to support pupils in their independence skills. We also aim to reduce inappropriate or challenging behaviours.

We know that good family support and early intervention work supports our disadvantaged families, minimises stress for parents and carers and enables them to work in partnership with school staff to achieve the best results possible for each child.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	SEN – the main barrier to learning for all our pupils is their special educational need/learning disability.
2	Communication Needs – the vast majority of pupils have a communication delay and difficulty communicating with the world around them, both receptive and expressive. This has a profound impact on pupils ability to learn and develop.
3	Independence Skills – Pupils need to develop self-help skills to enable them to live as independently as possible. Pupils may be overly passive, have learnt helplessness or be at the very early stages of understanding - they need support to develop independence skills across home, school and the wider community. With limited self-help skills the pupils experience difficulty in all aspects of their learning.

4	Behavioural Needs and Challenging Behaviours – Pupils may display challenging behaviours and thus not be ready to learn. Families can find behavioural needs difficult to cope/deal with, so the consistency needed in all environments may not be met. All of our pupils need to be emotionally regulated to be able to access learning. There are many factors, which can influence the emotional state and wellbeing of our disadvantaged pupils, including difficulties with sleeping due to housing, difficulty in following / understanding routines especially if these have changed suddenly, as well as a pupil's diet and eating routine having an impact. All of these, as well as other external barriers pupils may face before even coming into school in the morning have a huge impact on their behaviour and state of emotional regulation across the day. We know that when our pupils are deregulated we see an increase in negative or challenging behaviours that directly influence their ability to focus and learn. This inadvertently will impact further in progress being made. Calmer pupils reflect in lower number of incidents and inappropriate behaviours, Improved focus, concentration and cognitive development.
5	Limited Life Experiences - Due to the level of needs of our cohort of pupils it can be extremely challenging for families to enable their children to experience a wide variety of experiences in the community such as shopping, going to local parks etc Pupils life experiences are, therefore, restricted and this impacts on their learning and ability to generalise skills learnt at school/home in a wider context.
6	Hunger – pupils may come into school hungry which can impact their readiness to learn
7	Housing issues – pupils living in unsuitable housing that does not meet the needs of their family's circumstances – particularly the child attending Northway. This can effect pupils sleep, emotional wellbeing and their general safety.
8	Financial barriers to accessing equipment/respite. Many of our pupils require specific equipment to help them regulate themselves (e.g. ear defenders/chewies/weighted blankets/trampets), be safe (seatbelt clips/harnesses), or to engage them in learning activities. Some of our disadvantaged families do not have the means to purchase such equipment and so they are not used at home. Families are in need of respite – afterschool/holiday support and may not able to afford to send child to a club or activity scheme or to employ someone to support them.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To develop each child's communication skills	Pupils will have a developing/developed communication method (PECS/core boards/speech/Makaton/objects of reference) and are able to use their communication systems in a range of contexts, places and with different people.

	<p>Evidence seen in observations of children being supported to use their communication systems, both high and low tech effectively across all sessions.</p> <p>Children bringing their communication systems between home and school daily – where applicable.</p>
<p><i>To develop each child's independence skills.</i> Pupils to develop their self-help skills in eating, drinking, dressing, toileting and transitioning – and others as needed individually</p>	<p>Increased number of pupils able to complete self-help tasks with reducing adult support.</p> <p>More children able to eat/drink by themselves</p> <p>More pupils toilet trained</p>
<p><i>To open opportunities for pupils to have a wide variety of life experiences at home, school and in the wider world.</i></p>	<p>Pupils will have participated in trips, school events and a wider variety of life experiences.</p> <p>Families are supported to find appropriate places to go/behavioural support ideas on how to take pupils out – and are able to do so positively.</p>
<p><i>To support families via early intervention –</i> Families will have access to family support worker, pastoral lead and sign posting to other agencies to support needs as and when necessary.</p> <p>Families to have access to high quality information sessions, training and coffee mornings.</p>	<p>Families are supported through issues and given support before reaching crisis point.</p> <p>Parents/carers approach school to ask for support and receive appropriate help – whether with housing issues, shortbreaks funding to provide respite, help with social care/health or other agencies.</p>
<p><i>To improve physical and emotional wellbeing for all pupils.</i> All pupils have access to high quality PE, dance, swimming and cycling sessions to develop physical health.</p> <p>Pupils have access to sensory circuits, sensory regulating equipment/tasks as well as emotional regulation support.</p> <p>Pupils have access to healthy meals (breakfast/lunch and snacks)</p>	<p>Pupils participating in a variety of sporting and physical activities.</p> <p>Overweight pupils being active and becoming healthier.</p> <p>Pupils using sensory tools to support disregulation and emotional outbursts and be ready to access learning tasks.</p> <p>Pupils able to voice emotional needs.</p> <p>Sustained high levels of wellbeing demonstrated by - student voice, student and parent surveys and observations.</p> <p>Pupils fed and ready to learn.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £45840

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased support staff across school	Our pupils work best in small groups or on a 1:1 basis – providing increased staffing levels helps classes to provide additional times across the week for pupils to have small group or 1:1 focused sessions.	1,2,3,4,5
Communication support leads identified and trained		1,2
PECS Training for all staff	CPD and training at Northway is highly important – it enables our staff to constantly reflect, learn and adapt practise to best meet the needs of the pupils. It means staff are highly trained to meet the specific and complex needs of the pupils and have the skills to support them to learn.	1,2,3,4
Makaton tutor trained		1,2,3,4
Other CPD for all staff in targeted areas identified for specific pupils/groups/classes e.g. behaviour support, ICT, TEACCH, sensory integration		1,2,3,4
Specialist Sensory Lead in place - Member of staff trained to support sensory needs across school – to give advice, support and ideas to develop sensory strategies.		1,2,3,4,8

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

Budgeted cost: £ 9120

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to educational psychologist for pupils identified as	Improvement in pupil behaviour and reduced incidents.	1,4

needing specific, targeted support for behavioural needs.	Staff and family around child report feeling more confident to support child.	
<i>Equipment purchased for sensory circuit interventions and to give out as part of our sensory library</i>	Sensory needs are met and pupils are more regulated	1, 8
<i>Handwriting without tears resources purchased</i>	Literacy Strategy – pupils are developing the skills for writing	1
<i>Additional Numicon resources purchased</i>	Numeracy strategy – pupils are making progress in numeracy	1

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 13580

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Early Help & Family Support Worker in post (Jill Smith)</i>	Previous years have shown us that the early interventions we put in place with the family support worker has a huge positive impact on our families. Increased engagement from all families, particularly those who are disadvantaged and those deemed hard to reach. Feedback from families, staff and pupils.	7,8
<i>Parent workshops, coffee mornings and information sessions.</i>	Feedback from families Consistency across home and school	1,2,3,4,5,7,8
<i>Family activities e.g. swim sessions, stay and play sessions</i>	Feedback from families	2,3,4,5,8
<i>Weekly minibus trips to explore the local area, develop links with the wider community and improve pupils ability to access the wider world and different experiences.</i>	As above	1,3,4,5
<i>A variety of special events and activities at school and out in the community to develop</i>	Feedback from staff, families and pupils	1,3,4,5,8

<i>pupils access to broader experiences</i>		
<i>Magic breakfast bought into (provide cereals and bagels)</i>	As above	6,8

Total budgeted cost: £ 61870

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils is in line with the rest of the pupil cohort. There is no bridge to gap and they are making equal or greater progress towards their targets.

COVID-19 obviously impacted all pupils and families in various ways and to various degrees, but we worked hard to ensure that Northway remained open and we had 72% attend school full time during the last lockdown. Those who stayed at home were supported with online video sessions, phone calls, equipment and workbaskets delivered to the home as well as wider support from the family team making regular wellbeing contact, dropping off food parcels and vouchers and signposting to additional support where necessary.

Our assessment and observation indicate that pupil behaviour, wellbeing and mental health impacted by COVID-19-related issues is minimal – pupils have adapted to the ongoing situation incredibly well and where necessary we have put in additional support. The bigger impact has been felt in the pupil's wider family and the parent/carers in particular have needed additional support. We used pupil premium funding to provide wellbeing support for all pupils and their families through our family support worker, signposting, information sessions/videos, social media videos/advice giving and equipment sharing. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Lemon Jelly Dance	
Creative Interventions (Family Support)	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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