

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Northgate School
Number of pupils in school	29
Proportion (%) of pupil premium eligible pupils	67%
Academic year/years that our current pupil premium strategy plan covers	2023/2024
Date this statement was published	March 2024
Date on which it will be reviewed	March 2025
Statement authorised by	Angela Moore (Headteacher)
Pupil premium lead	Angela Moore
Management Committee lead	Jeremy Hilburn (Chair of Management Committee)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6,728
Recovery premium funding allocation this academic year	£6000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£12,728

## Part A: Pupil premium strategy plan

### Statement of intent

Our aim at Northgate School is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged students.

Students at Northgate are already experiencing challenges with their mental health and in addition this can impact on a number of areas including

- Academic attainment
- Progression onto post 16 education, employment or training
- Sustaining and continuing to engage in their post 16 provision and progression onto higher education destinations
- Social opportunities and ability to engage in activities beyond the taught academic curriculum.

Due to the nature of Northgate School being a Pupil Referral Unit, many students join throughout the academic year. We focus on quality first teaching, in small class sizes to individually support every student and offer a range of opportunities to enrich the learning experience of our learners.

Although our strategy is focused on the needs of disadvantaged students, it will benefit all students in our school and our intention is that the outcomes for non-disadvantaged students will be improved alongside progress for their disadvantaged peers.

We also continue to offer disadvantaged students the opportunity to access careers guidance and opportunities for work related learning activities along with all our students.

Our strategy will be driven by the needs of an ever-changing cohort of students and we recognise that the needs of learners will vary significantly over the course of the year. As a result, we plan to look at short term specific interventions which are relevant to individual students as they transition between Northgate School and their mainstream/post 16 providers.

As all students attending Northgate School are experiencing a mental health crisis, a significant focus of our strategy is grounded in supporting student health and wellbeing to encourage their ongoing engagement in education.

## Challenges

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

Challenge number	Detail of challenge
1	Students that attend Northgate School often have significant gaps in their education due to their mental health challenges. As a result, many not only have gaps in their learning but also anxiety and difficulty re-engaging in education.
2	Due to previously missing significant amounts of education, our initial assessments of students, show that disadvantaged students at Northgate often have gaps in their knowledge and skills in maths and English.
3	On entry to Northgate School, each young person meets with the SENCO to discuss the challenges that they face in accessing learning and to identify strategies that may enable them to support positive mental health to enable academic progress. During these discussions and through our own observations, we have identified that a number of disadvantaged students struggle with communication and interaction difficulties. This can impact on their level of engagement in school without further targeted interventions.
4	Through observations and discussions with our young people some disadvantaged students at Northgate struggle with basic life skills such as independent travel, budgeting and basic skills such as cooking. These students require additional support.

## 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
Improved attendance for disadvantaged students resulting in higher levels of engagement and attainment.	Through increased attendance student academic outcomes will improve across all subject areas.
Students have greater engagement in the curriculum which is enriched through additional learning opportunities. The aim of this is to bring the curriculum alive and encourage students to recognise the links between taught content and their everyday lives.	Increased levels of engagement in school visits leading to greater student confidence in managing social situations outside of school.
Disadvantaged students feel better prepared to make informed choices about	Destinations data shows that students sustain their post-16 courses or

their progression beyond Northgate and into their post-16 destinations.	reintegrate successfully and remain in their mainstream placements.
Disadvantaged students have improved confidence and communication skills which in turn supports their ongoing mental health and wellbeing.	Through improved communication skills, students feel confident in being able to share their concerns and communicate their needs to staff in order to best support their mental health.

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 1,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
PE lessons at Unitas Youth Zone every Friday morning throughout the academic year.	Research suggest that exercise improves mental health by reducing anxiety, depression, and negative mood and by improving self-esteem and cognitive function. Exercise has also been found to alleviate symptoms such as low self-esteem and social withdrawal.  (Source – Mental Health Foundation <a href="http://www.mentalhealth.org.uk">www.mentalhealth.org.uk</a> )	1, 4

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

Budgeted cost: £9,508

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one mentoring support to enable students to access learning breaks and the sensory room in order to regulate and rapidly re-engage in learning within the classroom with their subject	Class teachers are aware of the needs of all the children in their class and plan and address these through their teaching. Teaching is adapted to different learning styles and work is differentiated appropriately to match the needs of the children.  <a href="http://www.complexneeds.org.uk/modules/Module-1.2-The-legislative-context-edition-2/All/downloads/m02p062b/leading-on-intervention-dfe.pdf">http://www.complexneeds.org.uk/modules/Module-1.2-The-legislative-context-edition-2/All/downloads/m02p062b/leading-on-intervention-dfe.pdf</a>	1, 2

specific teachers.		
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £1,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly enrichment activities to enhance the students experiences beyond the academic curriculum.	<p>Enrichment activities can support students to develop a love of learning and motivate them to pursue their passions. These activities provide students with new and exciting experiences, allowing them to grow and develop in many areas, and unleash their full potential. It allows them to build their cultural capital and to build character, resilience and motivation.</p> <p><a href="https://www.ukonward.com/reports/beyond-school-school-enrichment/">https://www.ukonward.com/reports/beyond-school-school-enrichment/</a></p>	2, 4
Providing lunch at school.	<p>Many of our pupils have disordered eating. Therefore, they will often go throughout the school day without eating. We now provide lunch every day and have created a menu collaboratively with the young people that supports them to eat but have choice. This further helps them to focus and concentrate during the day without drawing attention to their difficulties.</p> <p><a href="https://www.wechu.org/food-and-nutrition/newsletters/food-neutrality#:~:text=You%20might%20think%20that%20removing,nutrients%2C%20are%20necessary%20for%20life.">https://www.wechu.org/food-and-nutrition/newsletters/food-neutrality#:~:text=You%20might%20think%20that%20removing,nutrients%2C%20are%20necessary%20for%20life.</a></p>	1, 2. 3. 4

**Total budgeted cost: £12, 728**

## 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 2022 to 2023 academic year.

Activity	Impact
PE lessons at Unitas Youth Zone every Friday morning throughout the academic year.	The sessions at Unitas continue to be popular amongst the students and attended well. The students have been able to choose different activities to engage in and often lead aspects of the sessions. The lessons are for all the students at Northgate including the inpatient and day patient cohort.
Taxi's to Shakespeare's Globe and The RAF Museum to enhance the taught curriculum.	Northgate School continue to run a wide-ranging programme of trips and visits. The students experienced a Macbeth workshop at The Globe and participated in an art workshop at the RAF Museum. This learning was then consolidated in the classroom which had a positive impact on GCSE art and English outcomes.
Purchasing LGBTQ+ literature to build on the resources at school to support equality, diversity and inclusion.	We now have a well-stocked library which reflects the diversity of our student and staff cohort. The reading programme has been enhanced and students have ownership of the choice of texts that are purchased. The curriculum has also been reviewed to ensure EDI.
Purchasing snacks for pupils to eat throughout the school day.	This is ongoing as we are now supported by the Magic Breakfast Programme as students reported how beneficial it was to be able to eat on their terms and without pressure or judgement.

## 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*

<b>Programme</b>	<b>Provider</b>
Relationships, sex and health education.	Brook
Barnet and Culture for Youth Membership	Arts Depot
Early Intervention Service	Art Against Knives

## Service pupil premium funding (optional)

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

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



