

Pupil premium strategy statement

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 | Northgate School |
| Number of pupils in school | 28 |
| Proportion (%) of pupil premium eligible pupils | 42% |
| Academic year/years that our current pupil premium strategy plan covers | 2021/2022 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Angela Moore (Headteacher) |
| Pupil premium lead | Angela Moore |
| Management Committee lead | Brian Salinger (Chair of Management Committee) |

Funding overview

| Detail | Amount |
|---|--------|
| Pupil premium funding allocation this academic year | £4,630 |
| Recovery premium funding allocation this academic year | None |
| 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 | £4,630 |

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 providers
- Sustaining and continuing to engage in their post 16 provision and 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 high quality 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/have experienced 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 accessing their education at Northgate have often experienced 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 a member of staff to discuss the challenges that they face and identify strategies that may enable them to support their mental health whilst studying at Northgate. During these discussions and through our own observations, we have identified that a number of disadvantaged students struggle with verbal communication and some social interaction difficulties. This can impact on their level of engagement in school without further interventions. |
| 4 | Through observations and discussions with our young people some disadvantaged students at Northgate struggle with 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 | Increased levels of engagement in school visits leading to greater student confidence in managing social situations outside of school. |

| | |
|--|---|
| between taught content and their everyday lives. | |
| Disadvantaged students feel better prepared to make informed choices about their progression beyond Northgate and into their post-16 destinations. | Destinations data shows that students sustain their post-16 courses or 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 (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 3,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| CPD for staff focusing on meeting the communication needs of students including selective mutism, gender dysphoria and girls with ASD. | Research shows that greater awareness of staff regarding the signs and strategies to support non-verbal children is key in enabling them to access the curriculum. https://www.nhs.uk/mental-health/conditions/selective-mutism/ | 1 |
| Creation of a temporary TLR to support student interventions and needs across the curriculum through the recruitment of an Inclusion Support Officer. | The role of the Inclusion Support Officer was to meet 1:1 with students to devise and regularly revise their risk assessments and support individual students and staff to ensure strategies were in place. | 3 |

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

Budgeted cost: £ 1,130

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Extra time given on the timetable for English and maths. | A review of the research literature indicates that increasing lesson hours could increase progress in mathematics and English. | 2 |

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

Budgeted cost: £ 500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Weekly yoga for all students to support their health and wellbeing. | Yoga is recognised to be supportive of mental health, providing helpful breathing techniques to support students experiencing anxiety or distress. The physical benefits of yoga are also seen to improve mental health and wellbeing. https://mentalhealth-uk.org/blog/yoga-meditation-and-mental-health/ | 2 |
| Enhancing our supplies of sensory toys to support the young people in managing their anxieties in a healthy way. | Sensory and anti-anxiety toys can support students in times of stress. Having a range of these and introducing care boxes in school has provided a form of support when students may be in distress. | 1 |
| Introduction of school dogs to support the wellbeing of students. | Dogs in school are seen to reduce stress and anxiety of young people. They are also seen to improve attendance of the young people. Whilst this has a minimal financial outlay the cost was in time in ensuring risk assessment and relevant policies were in place. https://www.bbc.co.uk/news/education-47655600 | 1 |
| Enhanced programme of trips and visits. | Students get the opportunity to experience life beyond Northgate School and develop skills that mean they are more able to re-integrate back into a mainstream environment and feel confident in their day to day lives. | 4 |

Total budgeted cost: £ 4,630

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.

| Activity | Impact |
|---|---|
| Training for staff on remote learning and Google Suite for education. | Staff were able to deliver high quality remote learning to students unable to attend due to Covid. (Northgate School was open to all students throughout lockdown). |
| A Y11 support programme to encourage continued engagement in education and providing support around post 16 destinations. | All Y11 students secured a successful post 16 destination and continued to engage in education 12 months later. |

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 |
|--|----------|
| Bespoke programme to support young people with mental health challenges. | Khulisa |

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? | N/A |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A |

Further information (optional)

Throughout this period mainstream schools were in lock down and we were very restricted regarding any external provision or mixing between groups of young people. Therefor most provision was in house and to support with Covid measures.