

Pupil premium strategy statement

School overview

Pupils in school	117
Proportion of disadvantaged pupils	66%
Pupil premium allocation this academic year	£82730
Academic year or years covered by statement	2021-2023
Publish date	September 2021
Review date	September 2022
Pupil premium lead	Yasmin O'Connor
Governor lead	Chiara Lane

Disadvantaged pupil barriers to success

Literacy and Numeracy deficit due to gaps in learning or associated learning difficulties.
Previous experiences of unsuccessful education and periods out of education led to significant gaps in students' learning thus preventing access to an age-related curriculum.
Exclusion from enrichment opportunities due to challenging behaviour which has narrowed students' experiences of the world and their safety within the wider community.
Erratic attendance due to changing or challenging home circumstances.

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
Improve achievement outcomes for students in KS4 & 5 students by summer 2022 so that at least 85% of learners successfully complete 5 GCSEs (9-1) or their equivalent; 20% (9-4) including English & Maths and at least 25% achieve at least one outcome that is above their CATs prediction	GCSE and vocational outcomes	July 2022
In KS3, 80% achieve entry-level accreditation in English and Maths; 50% make progress in line with agreed flight path from starting points	Puma, Pira and gaps analysis, Entry Level results and Evidence For learning.	July 2022
In the primary phase, 60% achieve expected standard in SPAG, Reading and Maths Improve reading so that age appropriate scores are recorded for 25% in the summer analysis	KS2 SATs results, Puma, Pira and Gaps analysis and Evidence For Learning. Reading, Spelling and Comprehension results.	July 2022

Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Measure	Activity
<p>To plan and deliver a range of personal development opportunities across every phase of the school so that every learner has access to a termly experience and can recount the NCA personal development aims</p>	<ul style="list-style-type: none"> • Development of school Values and Vision through middle leadership (NCA WISE) • Review the range, quality and take up of extra-curricular activities offered by the school • Enhancement of careers advice for pupils through external providers • Development of Visual Aids for Values and Vision • Development of WOW days despite COVID barriers • Development of Behaviour Expectations by connecting Values to Behaviours • CPD on instilling and embedding NCA WISE values onto students • NCA WISE drop down day development and implementation • Personal Development mapping to identify provisions to pupils across all age groups. Gaps are filled to provide holistic approach • Begin processes which allow for pupil reflection and metacognition
<p>Embed the NCA therapeutic approach in everyday practices and implement prescribed individual plans that include support for additional schools, parents and at least 70% of the PPG September cohort</p>	<ul style="list-style-type: none"> • The therapy team has increased capacity - allowing for the development of new areas of therapeutic support, in line with learner need. • Extend therapy services to other local schools to build expertise in this area, whilst consolidating the relationship with the PRU. • Provide parents/ carers with access to specialist groups, supporting their understand of diagnoses such as ADHD, ASD etc and building their capacity to support their children. • Explore new therapeutic environments and practices that contribute to the further reduction of physical interventions. • Training and support for therapeutic mentors and allocated time for them to carry out scheduled sessions with learners on their caseload, as part of the learner's timetable. • All therapeutic interventions are accurately recorded in SIMS.net - to facilitate the monitoring of learner progress, as well as the consistent implementation of the intervention. • Therapeutic mentors - added to over time -trained to carry out interventions under supervision of the Therapy Team • A good working relationship is established with the PRU, with a clear referral paths identified - ensuring that at the same time a consistent and stable caseload is maintained supporting NCA learners • New creative spaces are explored and set up (e.g. mud kitchen, sensory rooms in secondary and primary), creating an environment conducive to the therapeutic process - success to be measured by reduction in the number of overall restraints in the school and learners transferring skills acquired into the wider world. • Specialist training will be delivered to the staff group to consolidate the whole school therapeutic approach at NCA and new staff will be inducted in approach on entry to NCA. • Therapists and teaching staff will develop a series of joint training to make therapy relevant to classroom learning. This will encourage an interdisciplinary approach that takes into account both perspectives for optimal outcome. • Therapeutic interventions are delivered to small groups/whole class on identified topics such as ADHD and ASD - thus supporting learners in their sense of their diagnoses and promoting the use of positive strategies to manage symptoms. • Specialist-led Parents' groups will be offered on a range of identified topics, supporting the understanding of specific diagnoses and the acquisition of therapeutic parenting skills to address symptoms that are possible barriers of positive relationships.

	<ul style="list-style-type: none"> • Trainee clinical placements will be offered and managed by the therapy team to supplement the NCA therapeutic offer and to build team capacity. • A reflective practice group/case discussion will be set up to support staff when dealing with particularly challenging learners / caseloads, in an attempt to address some of the unhelpful dynamics that might develop. • Supervision training for NCA Therapy Lead.
Projected spending	Therapy internship £10,000 CPD £5,000 Curriculum enhancement/enrichment £5,000 Literacy specialist (contribution to salary) £11,865 Numeracy specialist (contribution to salary) £11,865

Teaching priorities for current academic year

Aim	Evidence of impact	Target date
Investing in high-quality training and professional development for teachers and Learning Support Professionals.	TES will indicate a typicality no less than 2c CPD evaluations on BWS	July 2022
Mapping the intent of the curriculum to the assessment matrix to improve staff knowledge and understanding	Diagnostic analysis and intervention Accelerated progress	July 2022
Teacher training and development through DET and ECT framework	Successful completion of training and staff retention	July 2023

Targeted academic support for current academic year

Measure	Activity
To change the Virtual Learning Environment at NCA to allow for remote and independent learning linked to classroom processes	<ul style="list-style-type: none"> • Investigate current usage of VLE resources across the trust • Investigate VLE resources which can be used at NCA • Purchase VLE resources and develop a VLE leadership team • Develop VLE pilot project for the testing of VLE systems • Develop VLE for launch across whole school • Train all stakeholders (parents, staff, pupils) on the usage of VLE
To develop and enhance the current literacy and numeracy provisions at NCA so that 40% of PPG learners hit expected standard; 80% make good progress	Literacy <ul style="list-style-type: none"> • Produce a strategy document • To open a new library/ literacy centre • To investigate the current WWW and EBI of literacy provision at NCA • To purchase Literacy resources where needed • To refine the literacy provision practices at NCA and train relevant staff • To create an audit cycle for progress made in literacy and to tweak interventions and holistic practice as needed Numeracy <ul style="list-style-type: none"> • To investigate the current WWW and EBI of numeracy provision at NCA • To purchase Numeracy resources where needed • To refine the Numeracy practices at NCA and train relevant staff • To create an audit cycle for progress made in numeracy and to tweak interventions and holistic practice as needed

Barriers to learning these priorities address	<ul style="list-style-type: none"> • Offering fully personalised home learning opportunities to all PPG students and addressing gaps in learning. • Literacy deficits which prevent students from being functionally literate, and hinders their ability to access an age-related curriculum. • Numeracy deficits which prevent students from being functionally numerate, and hinders their ability to access an age-related curriculum.
Projected spending	<p>VLE investment £7,000</p> <p>Library refurbishment £4,000</p>

Wider strategies for current academic year

Measure	Activity
To fully establish the NCA inclusion procedure so that systems are embedded to create individual plans for every child so that every family, staff member and professional is aware of the inclusion needs and targets therein. Build inclusion team processes to provide opportunities for 1:1 and small group interventions for PPG learners.	<ul style="list-style-type: none"> • Complete an audit of all held data and fill gaps/ recapture any obsolete data • Set up inclusions marksheets in SIMS so that timeline is in place that reflects procedure • Complete quality assurance of EHCP targets as part of school-wide audit • Transfer data from EHCPs and IIPs into the inclusion timeline • Set new targets with support from therapy, behaviour and literacy specialists • Obtain/renew/install/order testing materials and deliver CPD to staff on how to administer testing and interpret data • Deliver CPD to teaching staff on SEN in order to increase the quality of personalisation for each learner, in every lesson • Deliver CPD to learning support staff on supporting learning in the classroom to increase the quality of SEN-specific classroom support • Deliver training to LSPs to deliver 1:1 and small group interventions • Record individual student progress on EFL platform
Barriers to learning these priorities address	<ul style="list-style-type: none"> • SEN needs of students ranging from literacy and numeracy deficits and gaps in learning, SAL, SPLD and LAC difficulties, SEMH and associated difficulties that have an impact on their ability to access an age-related curriculum and attain age-appropriate outcomes.
Projected spending	<p>Testing materials £4,000</p> <p>Evidence For Learning platform, membership and training £3,000</p> <p>Inclusion staffing £21,000</p>

Review: last year's aims and outcomes summary PPG 2020-21

Aim	Outcome
To improve the attendance of PPG students to 95% in line with the Whole School through delivery of robust attendance protocols, effective interventions and involvement of LA teams and other professionals working with families, when necessary. To engage PPG virtual students in a fully personalised, education plan which is meaningful and prepares them for the next stage in their lives.	<p>We minimised impact of COVID absences for PPG students. Those students who were not shielding, impacted by Covid illness or self-isolating attendance increased to 98.5%. This was a direct result of us supporting families to ensure learners were attending education onsite, providing food parcels, home visits and other pastoral care. Overall attendance was 85% for learners across the entire school. Persistent absenteeism, amongst the PPG cohort, reduced by 22% from the previous academic year.</p> <p>All PPG learners who were not attending school received regular check-ups including home visits and</p>

Aim	Outcome
	<p>weekly food parcels. PPG learners unable to access online learning were provided laptops, access to internet or printed work. It was quickly identified that learning from home was a significant challenge for parents and learners which resulted in us changing our strategy to support learners to fully reintegrate into school where possible.</p>
<p>Accelerated Achievement Investing in high quality CPD for staff to be proficient in their understanding of the Essentials Curriculum at KS2 & 3 while embedding the granular monitoring of progress at every key stage. Developing subject specialist LSPs and teachers to deliver 1:1 intervention that further narrow the gap in core subjects. Redevelopment of KS3 curriculum preparing for accreditation. Support interventions to prepare learners for examinations enabling evidence gather for GCSE submissions.</p>	<p>20% (1) PPG KS2 learners achieved standard in reading in SATs, compared to 33% (3) in the whole cohort 81% of PPG KS3 learners achieved Entry level accreditation in English (90% whole school) 74% of PPG KS3 learners achieved Entry level accreditation in Maths (60% whole school) 91% of PPG Year 11 learners achieved at least 1 GCSE 9-1, compared to 85% in the whole cohort 36% of PPG Year 11 learners achieved 5 GCSE grades including English and Maths, compared to 38% in the whole cohort.</p>
<p>Closing the Gaps Accurate standardised reading and spelling tests administered bi-annually to all learners to monitor progress. Specialist literacy intervention lessons delivered to learners with the largest proportional discrepancy between chronological and reading and spelling age. Inclusive teaching strategies explained and demonstrated to all staff. Daily literacy interventions planned and delivered for all learners. Secondary students engaged in daily reading skills and weekly spelling tasks and primary learners had a daily literacy skills lesson consisting of reading, comprehension, spelling and grammar. All year 10 and 11 students are assessed for access arrangement needs for public exams resulting in those meeting the threshold having a reader and or scribe in their exams.</p>	<p>64 PPG learners were assessed for reading and spelling ages using standardised tests (77 learners were assessed in whole school).</p> <p>Of these learners, 10 (16%) had reading ages equivalent or higher than their chronological age compared to 25 (32%) in the whole cohort.</p> <p>33 PPG learners (51%) made accelerated progress in reading (6 months or more) compared to 50 learners (65%) in the whole cohort, and of the remaining 31 PPG learners, 5 made expected progress which brings the total of PPG learners that made expected or better progress in reading to 38 (59%) compared to 57 (74%) in the whole cohort.</p> <p>2 (3%) PPG learners has spelling ages equivalent or higher than their chronological age compared to 14 (18%) in the whole cohort.</p> <p>28 (44%) PPG learners made accelerated progress in spelling (6 months or more). Of the remaining 36 learners none made expected progress. This is compared to 57(74%) of learners in the whole cohort making expected or better progress in spelling.</p>