

## Pupil premium strategy statement

### School overview

Pupils in school	137
Proportion of disadvantaged pupils	66%
Pupil premium allocation this academic year	22/23 - £99607.50;
Academic year or years covered by statement	2022/2023 to 2024/2025
Publish date	September 2022
Review date	March 2023; November 2023
Pupil premium lead	Yasmin O'Connor
Governor lead	tbc

### 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 KS4 & 5 students by summer 2025 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 2025  <i>Ongoing</i>
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 2025  <i>Met Spring 2023</i>
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 2025  <i>Ongoing</i>

## 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"> <li>• Development of school Values and Vision through middle leadership NCA WISE &amp; NCA MIND</li> <li>• Review the range, quality and take up of extra-curricular activities offered by the school</li> <li>• Enhancement of careers advice for pupils through external providers</li> <li>• Development of Visual Aids for Values and Vision</li> <li>• Development of WOW days and Drop-Down Days</li> <li>• CPD on instilling and embedding NCA WISE &amp; NCA MIND values onto students</li> <li>• NCA WISE &amp; NCA MIND drop down day development and implementation</li> <li>• Personal Development mapping to identify provisions to pupils across all age groups. Gaps are filled to provide holistic approach</li> <li>• Begin processes which allow for pupil reflection and metacognition</li> </ul>
<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 September cohort</p>	<ul style="list-style-type: none"> <li>• The therapy team has increased capacity - allowing for the development of new areas of therapeutic support, in line with learner need.</li> <li>• Extend therapy services to other local schools.</li> <li>• Provide parents/ carers with access to specialist groups, supporting their understand of diagnoses such as ADHD, ASD etc.</li> <li>• Explore new therapeutic environments and practices that contribute to the further reduction of restraints.</li> <li>• Therapeutic mentors will have allocated time to carry out scheduled sessions with learners on their caseload, as part of the learner's timetable.</li> <li>• 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.</li> <li>• Therapeutic mentors - added to over time -trained to carry out interventions under supervision of the Therapy Team</li> <li>• 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</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Trainee clinical placements will be offered and managed by the therapy team to supplement the NCA therapeutic offer and to build team capacity.</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
Projected spending	£45k (Staffing) £9k resource

### 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 2025  Ongoing
Mapping the intent of the curriculum to the assessment matrix to improve staff knowledge and understanding	Diagnostic analysis and intervention Accelerated progress	July 2025  <i>Complete July 2022</i>
Teacher training and development through DET and ECT framework	Successful completion of training and staff retention	July 2025  <i>Ongoing</i>

### Targeted academic support for current academic year

Measure	Activity
To develop the Virtual Learning Environment at NCA, which allows for enhanced remote and independent learning	<ul style="list-style-type: none"> <li>• Investigate current usage of VLE resources across the trust</li> <li>• Investigate VLE resources which can be used at NCA</li> <li>• Purchase VLE resources and develop a VLE leadership team</li> <li>• Develop VLE pilot project for the testing of VLE systems</li> <li>• Develop VLE for launch across whole school</li> <li>• Train all stakeholders (parents, staff, pupils) on the usage of VLE</li> </ul>
To develop and enhance the current literacy and numeracy provisions at NCA so that 40% of learners hit expected standard; 80% make good progress	<p>Literacy</p> <ul style="list-style-type: none"> <li>• Produce a strategy document</li> <li>• To open a new library/ literacy centre</li> <li>• To investigate the current WWW and EBI of literacy provision at NCA</li> <li>• To purchase Literacy resources where needed</li> <li>• To refine the literacy provision practices at NCA and train relevant staff</li> <li>• To create an audit cycle for progress made in literacy and to tweak interventions and holistic practice as needed</li> </ul> <p>Numeracy</p> <ul style="list-style-type: none"> <li>• To investigate the current WWW and EBI of numeracy provision at NCA</li> <li>• To purchase Numeracy resources where needed</li> <li>• To refine the Numeracy practices at NCA and train relevant staff</li> <li>• To create an audit cycle for progress made in numeracy and to tweak interventions and holistic practice as needed</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Offering home learning opportunities to all students and addressing gaps in learning that have been consequences of poor attending.</li> <li>• Literacy deficits which prevent students from being functionally literate, and hinders their ability to access an age-related curriculum.</li> </ul>

	<ul style="list-style-type: none"> <li>Numeracy deficits which prevent students from being functionally numerate, and hinders their ability to access an age-related curriculum.</li> </ul>
Projected spending	£17k

### 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.	<ul style="list-style-type: none"> <li>Complete an audit of all held data</li> <li>Recapture any obsolete data</li> <li>Set up inclusions marksheets in SIMS so that timeline is in place that reflects procedure</li> <li>Complete quality assurance of EHCP targets as part of school-wide audit</li> <li>Transfer data from EHCPs and IIPs into the inclusion timeline</li> <li>Set new targets with support from therapy, behaviour and literacy specialists</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>Poor physical and mental health that students experience as a result of the increasingly challenging circumstances after the Covid pandemic.</li> <li>This also results in the inability to be 'ready to learn' due to challenging circumstances</li> </ul>
Projected spending	£6k

### Review: Aims and outcomes summary PPG 2022-23

Aim	Outcome
Improve achievement outcomes for KS4 & 5 students by summer 2025 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	<p>71% of KS4 learners achieved at least 1 GCSE 9-1 43% of KS4 achieved 5 GCSE grades including English and Maths</p> <p>70% of KS5 learners achieved at least 1 GCSE 9-1 31% of KS5 achieved 5 GCSE grades including English and Maths</p>
In KS3, 80% achieve entry-level accreditation in English and Maths; 50% make progress in line with agreed flight path from starting points	81.5% of KS3 learners achieved Entry level accreditation in English and 60% achieved Entry Level accreditation in Maths.

Aim	Outcome
<p>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</p>	<p>84 learners were assessed for reading and spelling ages using standardised tests.</p> <p>Of these learners, 41 (49%) had reading ages equivalent or higher than their chronological age. 47 learners (46%) made accelerated progress in reading (6 months or more) and of the remaining 37 learners 2 made expected progress bring the total of learners that made expected or better progress in reading to 49 (58%).</p> <p>29 learners (35%) had spelling ages equivalent or higher than their chronological age.</p> <p>42 learners (50%) made accelerated progress in spelling (6 months or more) and of the remaining 42 6 learners made expected progress which brings the total of learners that made expected or better progress in spelling to 48 (57%).</p> <p>50% (3) KS2 learners achieved standard in reading in SATs</p>
<p>Investing in high-quality training and professional development for teachers and Learning Support Professionals.</p>	<p>All staff have access to Oracy Training and many have signed up for courses and modules throughout the year.</p> <p>National college courses completed by staff also linked to their wider contributed is logged on their MWS accounts.</p>
<p>Mapping the intent of the curriculum to the assessment matrix to improve staff knowledge and understanding</p>	<p>Learning walks occur which test staff knowledge of the curriculum by reviewing planning, observation and feedback cycles using the Teacher Evaluation Schedule.</p> <p>The school has invested in resources to better understand the building of a straight through curriculum, as well as cross curriculum methodology.</p> <p>For development of Humanities school have built on the existing bank of reliable resources using Hodder for Geography and Pearson for History.</p> <p>Full audit of PSHE curriculum content for appropriateness and time of delivery.</p>

<b>Aim</b>	<b>Outcome</b>
Teacher training and development through DET and ECT framework	Whilst DET has been completed for all beginning teachers at Nightingale, further investment is needed to ensure all teachers are provided with Level 3 accreditation and QTLS, where necessary