



Northern House Academy Pupil Premium Strategy Statement 2021/ 22

This statement details Northern House Academy'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.

This statement 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	Northern House Academy
Number of pupils in school	82
Proportion (%) of pupil premium eligible pupils	65%
Academic year/years that our current pupil premium strategy plan covers	2021-2022 to 2024-2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Bex Holmes, Head of School Ricky Stevens, Associate Headteacher
Pupil premium lead	Michelle Griffiths, Deputy Headteacher
Governor / Trustee lead	Julie Tridgell, Chair RIB

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,000
Recovery premium funding allocation this academic year	£21,360
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	£87,360



Part A: Pupil premium strategy plan

Statement of intent

What is the pupil premium funding and how it should be used by schools

Schools should spend the pupil premium and recovery premium funding on evidence-based approaches to support students. Each school should choose the activities they think are the most appropriate to support the learning of their students; however, the Department for Education proposes that schools use the funding in a variety of ways including to support the quality of teaching, to provide targeted academic support and to help overcome non-academic barriers to success in school, such as attendance, behaviour and social and emotional support. Schools can spend the premium on a wider cohort of students than those who attract the funding and can direct the funding where they think the need is greatest. There is no demand on the school to demonstrate an allocation of funds to particular students whether they are eligible for the funding or not.

Recovery premium for 2021/22

As a recognition of the disproportionately high impact of Covid-19 on the education of disadvantaged students, in addition to the annual pupil premium funding as detailed above, all schools that are eligible for pupil premium are also eligible for a one off 'recovery premium'. This means that all students who are in receipt of the pupil premium funding will attract a further £290 for this academic year only. The Department for Education has allocated £21,360 to Northern House Academy for our recovery premium.

How we will use the funding at Northern Academy

Northern House Academy is a diverse and inclusive special school that strives to deliver the best possible outcomes for all students regardless of their background or specific barriers to learning. We aim to ensure that our students experience success and achievement in all aspects of their school life. We define 'disadvantage' in many ways and do not take eligibility for free school meals as our sole indicator; we also consider the additional needs of students who are known to children's social care and those students who live in the most deprived areas nationally.

Our overall aim with our targeted allocation of the pupil premium funding is to ensure its use has a sustained and meaningful impact on the lifelong opportunities for children in our school community who are deemed to be disadvantaged.



Challenges

A high proportion of our students face additional barriers to learning beyond their identified Special Educational Needs. These can be classroom-based challenges as well as non-academic issues that impact our students' access to full participation of the school's curriculum and wider school experiences.

The table below details the key challenges to achievement that we have identified among our disadvantaged pupils. These challenges were identified from a range of data sources including discussions with staff and students, conversations between staff and parents during parents' evenings, scrutiny of students' paperwork on admission, joint working with the Virtual School and from wider work with multi-agencies beyond the school.

Challenge number	Detail of challenge
1	A high proportion of students join our school with below age expected skills in literacy and numeracy. If these barriers are not adequately overcome with targeted support, our disadvantaged students in particular will have less access to the world of work and wider life skills and opportunities than their more affluent peers are able to benefit from.
2	Our in school observations and discussion with parents have shown that our students often suffer from low self-esteem and confidence: At times this can be linked to their SEND, but discussions and informal assessments have also suggested that a lack of confidence has wider roots than SEND and can stem from experiences of the wider world and its current uncertainties.
3	Mental health concerns have been exacerbated by the Covid-19 pandemic: Our observations and discussions with students and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.
4	Underdeveloped emotional literacy: Our in-school observations and discussions with parents have shown that our students are unable to recognise their feelings and how to manage them. Some parents have voiced to us that they would appreciate guidance on how to support their children at home.
5	Although our attendance data indicates that as a school our overall attendance rate is excellent, our data and tracking demonstrate that disadvantaged students tend to have low attendance and are more likely to be persistent absentees than their peers. The impact of low attendance has a much more detrimental impact on the progress and



	attainment of disadvantaged students who are much less likely to be able to catch up on missed learning than their peers. Additionally multiple changes of educational setting, with some students being permanently excluded from one or more previous schools, has contributed to a historical lack of engagement within school.
6	New student admissions during 2020/2021 and 2021/2022: Some students have never been in school or accessed education due to their age (KS1) or due to the pandemic.
7	Lack of independence and preparation for adulthood: Our assessments, observations and discussions with students show that they often require support with independence, personal care and life skills.

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
<p>English and maths: Improved progress for disadvantaged students in English and maths, relative to their starting points as identified by their Termly Outcomes Plans and through formal baseline assessments.</p>	<p>SMART and relevant targets will be embedded into the planning and delivery of sessions for all students.</p> <p>Through progress of improved outcomes as measured via Termly Outcome Plans and as reported in end of year reports to parents.</p> <p>Through assessing students' progress in the development of early reading skills, and progression across the academic year e.g. phonics assessments.</p> <p>Through using 'Progression steps', an observation-based teacher assessment for students engaged in subject-specific learning.</p>
<p>Self-esteem and confidence: Disadvantaged students have greater confidence and self-esteem to help them to better understand the world around them. They will have a wider vocabulary to be better able to communicate how</p>	<p>Through observations and discussions with students and families. Students in receipt of PP funds will be confident in a range of community scenarios e.g. student council, celebration assemblies and hot Choc Fridays . Student voice continues to be is strong and parents</p>



<p>they are feeling and to express their emotions.</p>	<p>have access to and regularly attend training which supports positive interactions with their children e.g. Family Links Nurturing Programme</p>
<p>Mental health concerns: Improved student wellbeing and emotional resilience.</p>	<p>Through high quality support from the pastoral team, and reduction of behaviour incidents for identified vulnerable students.</p> <p>Through progress reports linked to TOPs for students accessing bespoke pathways and extra-curricular activities outside of the classroom.</p>
<p>Emotional Literacy: Students start to recognise, understand and express emotions.</p>	<p>Through the delivery of therapies and interventions e.g. Art Therapy, Lego Therapy.</p> <p>Through the development of feelings check-ins at key points during the school day.</p> <p>Through daily celebration time and reflecting on the student's successes.</p> <p>Through introducing restorative conversations with students enabling them to develop, maintain and repairing relationships, where children take responsibility for their behaviour.</p>
<p>Improvement in levels of attendance: Attendance for PP students will be in line with previous data trends, students will be forensically tracked and where students need to improve their attendance their progress will be accelerated and sustained.</p>	<p>Through the school's internal collection of attendance data.</p> <p>Through parents attending at least one TOPs meeting and annual review meeting</p>
<p>New student admissions: 2020/2021 and 2021/2022: Improved progress for disadvantaged students in accessing a classroom environment, and playing and learning alongside peers.</p>	<p>Through progress of improved outcomes as measured via Termly Outcome Plans and as reported in end of year reports to parents.</p> <p>Through a higher level of adult to student ratio to support the development of learning through a play-based approach.</p>



	Through a reduction in behaviour incidents for identified vulnerable students.
Independence and life skills: Support students to plan a future and create their own aspirations. Disadvantaged students have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through educational visits, access to targeted activities which are built around student aspirations and interests. Through access to extra-curricular activities, and observations and discussions with students and their families.

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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced Continuing Professional Development opportunities overseen by the school's Associate Head Teacher and linked to the School's Raising Achievement Plan	Educational research shows us that good quality teaching each and every day benefits all students and has a particularly positive effect on children who are eligible for the pupil premium funding. <i>'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils'</i> (EEF, 2018). The year's whole-staff CPD timetable focuses on areas of teaching and learning which have been proven to lead to improvements for all learners and especially for disadvantaged students as well as developing understanding of the specific SEND needs of our students.	1



	<p>Quality first teaching emphasising high quality, inclusive teaching of all students in a class. This includes personalised learning to the individual needs of pupils and strategies to support students learning in class. QFT is mentioned in the 2015 government document Special educational needs and disability code of practice: 0 to 25 years. This paper focuses on what schools can do to support those with additional needs particularly cognition and learning difficulties. On page 99, it mentions: <i>'High quality teaching, differentiated for individual pupils, is the starting point in responding to pupils who have or may have SEN. Additional intervention and SEN support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.'</i></p>	1
<p>Student Wellbeing and Therapeutic Support Manager to undertake Family Links Parent Group Leader Training to deliver the Nurturing Programme for parents</p>	<p><i>Family Links parenting programmes have at least one national or large-scale local evaluation showing improvements in outcomes for parents and/or children. Many of these were conducted in collaboration with university partners or research centres.</i></p> <p>https://www.familylinks.org.uk/impact-and-evidence-at-school</p>	
<p>Improve teaching and learning in English with</p>	<p>Ensuring teachers demonstrate sound knowledge and understanding</p>	1



<p>a specific focus on early reading and phonics. This is overseen by the school's Assistant Head Teacher and linked to the School's Raising Achievement Plan</p>	<p>of how to teach phonics, ensuring the development of pupil knowledge, understanding and skills. We will continue to use the current 'Bug Club' reading scheme, however a continued wider focus on comprehension will ensure our students access competencies that may be missing or represent skills gaps.</p> <p>We will identify an accredited phonics scheme to implement across the school, which will include staff training and follow-up workshops.</p>	
<p>Improve teaching and learning in Maths with a specific focus on early reading and phonics. This is overseen by the school's Deputy Head Teacher and linked to the School's Raising Achievement Plan</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>Having strong skills in basic and everyday maths is fundamental to students' life chances and opportunities external to the school. A recent report by the EEF recommends that '<i>School leaders should ensure that all staff, including non-teaching staff, encourage enjoyment in maths for all children</i>' (EEF, 2021). This is key to our development of the maths curriculum this year.</p>	<p>1</p>
<p>Training in Restorative Practices led by Student Wellbeing and Therapeutic Support Manager</p>	<p>Restorative Practice '<i>is an effective approach to discipline that has the potential to transform behaviour by focusing on building and restoring relationships</i>' (Restorative Practice and Special Needs, Burnett and Thorsborne, 2015). Furthermore, a report published by the DfE gave</p>	<p>1, 3</p>



	whole-school restorative approaches the highest rating of effectiveness at preventing bullying, with a survey of schools showing 97% rated restorative approaches as effective.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional one to one and small group interventions will be delivered by class based support staff for maths and English.</p> <p>Reading with Dogs will be timetables support students who lack confidence in reading and to build confidence by reading to the dogs.</p> <p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Action research across The Gallery Trust member schools evidences the positive benefits of using school dogs to positively engage students with new environments and activities which they find challenging.</p>	1, 2, 3 and 4



of the pupils who receive tutoring will be disadvantaged.		
Access to online learning activities	Students required access to 'Google Classroom' and online learning programmes (Times table Rockstars, Bug Club, RMeasimaths) during the pandemic, and therefore Chromebooks were delivered to all families. Students engage well with this approach	1, 3, 5, 6

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

Budgeted cost: £ 24,860

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting with school transport, transition and engagement with school	In the academic year 2020/21 when a number of new students joined the school, bespoke transition programmes were delivered by the a Lead Practitioner in SEND. This included home visits, attendance at multi-agency meetings, leading transition sessions with students one to one or in small groups. Students have also been provided with NHA school transport to support them with successfully attending school, either on a one to one basis with a PSW in a small group. Students on NHA are supported by known staff and find transitions to and from school easier to manage.	5, 6
Continued use of meta cognition and small group interventions run by the Therapeutic Team and overseen by	Research has shown that 'explicit instruction in cognitive and metacognitive strategies can improve pupils' learning.' (EEF, 2021). This is especially important when	2, 5



<p>the school's Student Wellbeing and Therapeutic Support Manager</p>	<p>considering the EEF's view that 'There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies' and that by ensuring these interventions are offered to disadvantaged students we are enabling them to 'use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.' (EEF, 2020) 2 & 5</p>	
<p>Pastoral and Therapeutic Support Workers timetabled to support vulnerable students re-engaging with school, the daily routines and formal learning.</p>	<p>Students have been increasingly dysregulated and disengaged due to the pandemic. Additional 1:1 support has been required to support students e.g. transitions, learning outside of the classroom, seclusion rooms to self-regulate, 1:1 formal learning.</p>	<p>2, 3</p>
<p>Lunchtime support led by TSW for 'Safe Play'</p>	<p>Students struggling to interact with peers, and therefore providing social skill development and interaction in a structured way. Students generally engaged in adult led activities with peers.</p>	<p>1, 2</p>
<p>Opportunities to access Hill End outdoor education opportunities</p>	<p>Students accessing learning opportunities outside the classroom for their individual wellbeing. It enables the students to support their self-esteem, emotional resilience, communication and social skills. As Learning Outside the Classroom (LOtC) state, this is not only about what they learn but how and where they learn. It's about 'improving young people's understanding, skills, values, personal and social development and can act as a vehicle to develop young</p>	<p>2, 3, 5, 6, 7</p>



	<p>people's capacity and motivation to learn.'</p> <p>Real-world learning brings the benefits of formal and informal education together: 'the most meaningful learning occurs through acquiring knowledge and skills through real-life, practical or hands-on activities.'</p>	
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Total budgeted cost: £ 87,360



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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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Our internal assessments during 2020/21 indicated that disadvantaged students academic and wider development outcomes were in general below what was anticipated. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact. This disrupted the teaching of all subject areas and had a negative impact on most pupils' development to varying degrees, particularly in limiting opportunities to progress social and communication skills and independence.

We mitigated the impact on academic outcomes by our resolution to maintain teaching and learning opportunities, even when students were not in school, via the use of Chromebooks, resources such as those provided by Oak National Academy, use of Times Tables Rockstars, RMeasimaths and Bug Club. However, it was challenging to provide appropriate and accessible learning support to our pupils online due the nature of their Social, Emotional and mental Health Needs and the complexities of the family dynamic, with a number of children within the family undertaking remote learning in the home.

Our assessments and observations suggested that for many students, being out of school, uncertainty and concern over their future and challenges around access to support were detrimental to behaviour, wellbeing and mental health to varying degrees. We used pupil premium funding to help provide wellbeing support and targeted interventions where required.

The impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country, and they were not able to benefit from our pupil



premium funded improvements to teaching or targeted interventions to the degree that we intended.

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

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?	



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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.

Planning, implementation and evaluation

In planning our new Pupil Premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We looked at several reports, studies and research papers about effective use of Pupil Premium and the intersection between socio-economic disadvantage and SEND. We also looked at a number of studies about the impact of the pandemic on disadvantaged learners. The pandemic has also given us deeper insights into family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with parents/guardians as a result.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice, notably feedback given the impact of this identified by the EEF Toolkit. We have also put a sharp focus on supporting teachers to develop their professional practice and train in specialist areas, allowing them to develop expertise and share them with other staff.

We have used the EEF's implementation guidance to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to make adjustments and quality improvement to secure better outcomes for pupils over time.