



Pupil Premium Report for Fred Nicholson School 2019 -2020

Pupil premium background

The Pupil Premium is a Government initiative that provides additional funding aimed at pupils from deprived backgrounds. The Pupil Premium is provided in order to support pupils in reaching their potential by accelerating their progress, as research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers.

The Government has used pupils who have been entitled to Free School Meals in the last 6 years and those who are looked after as an indicator for deprivation. Schools receive a fixed amount of money per pupil. This is based upon the number of pupils registered who meet the different thresholds, Free School Meals, children looked after by the local authority and children whose parents are currently serving in the armed forces.

School Context

Fred Nicholson is situated in Dereham, which is a market town within a rural community. We are a complex needs school which meets the needs of 153 young people ranging from Key stage 2 to Key stage 4. As part of the Fred Nicholson provision we have a specialist resource base that supports 19 of our pupils who have the most complex diagnosis of ASC. In addition to this we also have the facility to support boarding throughout the academic year and can support 26 places on a weekly basis.

Our pupils have a wide range of complex needs that require a high level of additional support above and beyond the expectations within the National curriculum. We have a range of educational approaches from static EYFS classes through to a traditional Key stage 4 model with subject specialist teachers.

Actual received for 2019-2020

No of pupils and Pupil Premium Grant	
Total on role	154
Total number of pupils eligible for the Deprivation Pupil Premium	76
Deprivation Pupil Premium	£ 71,660.00
LAC & Post LAC Pupil Premium	£ 29,900.00
Total Pupil Premium amount received	£ 101,560.00
Year 7 catch up Literacy and Numeracy	£ 6,001.00
Total received	£ 107,561.00
Total spent	
Difference (made up from school budget)	

Projected spending for 2020 - 2021

No of pupils and Pupil Premium Grant	
Total on role	161
Total number of pupils eligible for the Deprivation Pupil Premium	78
Deprivation Pupil Premium	£ 81,500.00
LAC & Post LAC Pupil Premium	£ 42,145.00
Total anticipated Pupil Premium amount	£ 123,645.00

Objectives for year 2019-2020

Objective	Outcome
<ul style="list-style-type: none"> Continue to measure the impact and cost effective use of the LSC and the way it is organised 	<p>There has been ongoing support from the Educational psychologist in reviewing the provision, policies and support offered.</p>
<ul style="list-style-type: none"> New English coordinator is reviewing books in the library and reading – raising engagement of reading in year 7 	<p>The library has been changed and new books have been brought in. All dated books have been removed from the library. Lead has introduced a new reading scheme across the school and engagement has been positive. Bid has been put in for foyles to further replenish the library with new books.</p>
<ul style="list-style-type: none"> New Maths coordinator to develop learning in year 7 maths with a focus on the statistic strand 	<p>Outcomes were positive for pupils in Maths. Unfortunately, due to the pandemic additional training for staff had been put on hold. This will begin next academic year.</p>
<ul style="list-style-type: none"> Continue to measure the impact of the OT/ELSA and School Counsellor. 	<p>The support from both the OT and ELSA team has shown to increase the engagement from pupils. Both the OT and ELSA team continued to support individuals at home during the lockdown.</p>
<ul style="list-style-type: none"> Liaise with other Complex provisions around their PP allocation and discuss impact and measuring outcomes. 	<p>Best practice was shared at a meeting attended by staff from other complex needs settings across the county.</p>
<ul style="list-style-type: none"> Review the impact of hydro and consider whether it is an area of growth and need for the future years. 	<p>Impact has been positive and feedback from OT support on individual cases identify hydro sessions as significant benefit to the support the needs of the young people in school.</p>

Overall Impact of PP

At Fred Nicholson School we use the pupil premium funding to support the provision. Such provisions include the pupil support unit and the learning support centre where pupils are supported with their learning, behaviour and emotional well-being. This helps to ensure that whilst pupils are supported out of class that learning continues within the class

We believe that this Holistic approach, backed by outcome evidence and individual cases, and demonstrates that the gap between pupils eligible for pupil premium and those that are not eligible continues to remain close.

We track and monitor progress for all pupils attending Fred Nicholson school. In addition to that we monitor separately all pupils who are eligible for PP or those who receive additional funding such as Looked after children. We do this to ensure that these pupils are making the appropriate progress and are receiving the correct support.

Our approach to monitoring and reviewing progress is ongoing throughout the academic year. In addition to that we have three set dates, one a term, where all data is collated as a whole school and reviewed together.

With such a large percentage of our cohort eligible for pupil premium we have delivered many interventions to whole classes, whilst still offering smaller group and individual intervention where there continues to be a need identified.

Year 7 catch up Literacy and Numeracy

The literacy and numeracy catch-up premium gives state-funded schools, including special schools and alternative provision settings, additional funding to support year 7 pupils who did not achieve the expected standard in reading or maths at the end of key stage 2 (KS2).

This year there was particular focus on Literacy and engagement in reading.

Communication and Interaction:

One HLTA is trained in delivering Talkboost and is timetabled to deliver whole class interventions each week.

Four teaching assistants have been trained to deliver the 'Protect me' programme and deliver this to each class on a weekly timetable.

One HLTA and Teaching assistant have been trained to deliver the Social use of language programme and work with small groups and individual pupils each week.

During lockdown pupils and families were supported by class teams as well as the additional support of the HLTAs who were able to offer targeted support for specific pupils.

Social Emotional & Mental Health:

A significant amount of the funding continues to be used to support pupils Social, emotional and mental health through the provision of the Learning support centre (LSC) and the Pupil support Unit (PSU).

The pupil Support unit is led a by a HLTA who is a trained ELSA practitioner. The LSC is led by an HLTA, who is one of schools STEPS tutors, and supported by two Teaching assistants.

Both provisions offer support for pupils who may be struggling in class. It gives them time to be supported out of the classroom environment before reengaging back in class when ready. This support can take the form of various approaches, and is specific to an individual's needs.

To further support pupils around any mental health issues funding has been used to access a counsellor for 2 days of the week. This has proved extremely successful over the last two year and 25 pupils benefited from this provision. As well as supporting pupils, the counsellor has been able to support parents and families as well as offering time to work with the class teams. Feedback from parents further shows that this offer has been useful in supporting them and their children.

During lockdown the school counsellor, PSU and LSC staff all provided our families with additional support either via phone calls or video call where appropriate.

Our pupils to continue to benefit from opportunities to learn outdoors and the funding helps us to support this by employing 2 HLTAs to provide additional 1:1, or small group intervention through Forest school or Horticulture. Both showing positive results of pupils either re-engaging in their learning or developing their positive social interactions and experiences and independence.

Sensory & Physical:

A member of the PE department is leading a weekly well-being intervention to support both physical and sensory needs but also addressing mental health concerns through physical activities.

We have been fortunate to employ an OT for 1.5 days each week. This support has been offered to individual pupils, families and staff support and training. During Lockdown, the OT was able to continue to offer her support remotely to our families.

Alongside this, we fund an HLTA to support weekly sensory groups supporting pupils with identified physical needs and following OT lead exercises. This is further supported by a weekly session at the local hydro pool for both Main School and Orchard based pupils.

Additional provision accessed by pupils, including LAC and pupil premium funded, through main school budget include:

Whole staff training

1:1 support

Learning support centre

Learning outside the classroom

Multicultural and curriculum enhancement days

Uniform and laundry

Sensory room

Hydro pool

Access days

Protect me

Pupil Support Unit

Forest schools

Lunch clubs

Summer School

Medical resourcing

Toast / milk

Curriculum resourcing