

Pupil Premium Strategy Statement 2022

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	Fred Nicholson School
Number of pupils in school	174
Proportion (%) of pupil premium eligible pupils	2 Service CYP (1%) 13 Post LAC/ LAC (7.5%) 89 FSM (51%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 to 2024/25
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Jane Hayman
Pupil premium lead	Cat Elsom
Governor / Trustee lead	Jill Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,640
Recovery premium funding allocation this academic year	£ 13,050
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 22,120
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	£154,810

PART A: PUPIL PREMIUM STRATEGY PLAN

Statement of Intent

The school has always sought to provide the best possible support for its pupils through a comprehensive offer of provision. As the school develops further to meet the needs of a changing cohort, it will ensure that its offer also changes to meet this need, implementing evidence-informed practice.

In the year 2021-22, 57% of safeguarding concerns were recorded about disadvantaged pupils. In the same year, 75.5% of pupils who exhibited behavioural issues were also designated disadvantaged. The school seeks to ensure that those pupils are given the tools of self regulation to allow them to fully engage with learning.

Historically, there has been little difference in outcomes between those pupils in receipt of Pupil Premium support and those not in receipt of the support. However, there is evidence that this may have been impacted by the pandemic lockdowns. There is evidence from the Summer term 2022 that a gap between pupils eligible for Pupil Premium and those not, may have started to emerge. Pupil attendance levels at school have not yet fully returned to pre pandemic levels. This is an area the school wishes to address in the 2022/23 academic year.

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils.

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum. The introduction of a phonics programme that can be embedded across the school will ensure that those more disadvantaged pupils, as well as others, are able to receive the building blocks required to give them the best chance of reading, a skill fundamental to independence and potential future social mobility.

Every pupil at Fred Nicholson School has a complex profile of need. The school is committed to providing evidence informed practice to meet all of these needs. By doing so, staff will understand better the often complex considerations behind behaviours, for example, shown by pupils and thereby scaffold the support required. By reviewing decisions made about interventions in the light of evidence of their effectiveness the school will seek to ensure the best outcomes possible for its pupils.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<i>Consistency of approach to the teaching of reading and in particular, phonics</i>
2	<i>The recruitment and retention of Quality First Teachers</i>
3	<i>Ensuring that the changing needs of pupils are matched to evidence-informed provision.</i>
4	<i>Supporting pupils' social, emotional and behavioural needs and attendance to enable them to engage fully with learning.</i>

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
FNS will adopt a uniform approach to teaching phonics across all classes and key stages. (If a CYP cannot learn to read using a phonics approach, the school will have resources to identify best approach)	<p>Standards in reading will improve, as evidenced in the end of key stage school reading assessments.</p> <p>All pupils will have made good or outstanding progress in reading across each year of the strategy.</p> <p>All classroom staff will have received relevant training, and the uniform phonics approach will be embedded in all classes.</p>
Pupils in the school will continue to access quality teaching, supported by teaching assistants who are trained in meeting needs.	<p>The school will maintain quality first teaching in each class, and the retention of both teaching and learning support staff will not decrease from current levels, despite the further identified risks.</p> <p>All staff members report annually that their wellbeing needs are considered carefully. The WellBee Initiative will be embedded across the school.</p> <p>A Succession Planning need analysis will be completed, and implemented, resulting in smooth handover of jobs</p>
The additional needs of pupils in the school will be met fully and progress towards Key Stage EHCP targets will be good or outstanding [criteria identified in performance Management records] Additional needs profile of the school links to the CPD programme	Progress towards pupil specific targets, linked to EHCPs, will be good or outstanding.
All pupils on roll have needs met equitably, including those EOTAS	A CYP on role at the school, but who is taught elsewhere (EOTAS), has his / her needs met

	according to the school's provision map wherever possible
No pupil is disadvantaged due to financial circumstance	There will be no difference in engagement in activities and attendance between those pupils eligible for FSM and those ineligible for FSMs.
All CYP are supported by evidence-informed SEMH practice, so that they are not disadvantaged compared to peers without SEMH needs.	Pupils who have SEMH needs will have the same outcomes as those who do not.
Attendance at school will return to pre pandemic levels	Attendance records will demonstrate that attendance will increase back to 93.0% attendance.

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)

Targeted Area of Spend - <i>Phonics</i>	Cost
<i>Twinkl Whole school phonics programme 2nd yr subscription</i>	£2,650
<i>Book Scheme purchases</i>	£1,000
<i>Additional Phonics Training for trainee teachers</i>	£ 450
Total Budgeted Spend	£4,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Twinkl Phonics programme - Yr 2/2 subscription</i>	<i>This Phonics programme is supported by the DfE due to its evidence base of effectiveness.</i>	1
<i>Reading Scheme purchase</i>	<i>Compatible with Phonics programme above</i>	1
<i>Additional Phonics Training for trainee teachers</i>	<i>Consistency of phonics teaching & learning</i>	1, 2

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

Targeted Area of Spend - <u>Academic Support</u>	Cost
<i>EOTAS Support - Century Training, all pupils in receipt of PP</i>	£ 1,197
<i>EOTAS Support - Edfords Farm, all pupils in receipt of PP</i>	£ 6,965
<i>EOTAS Support - Nudge, all pupils in receipt of PP</i>	£10,000
<i>Apple Class provision, all pupils in receipt of PP</i>	£31,642
<i>Trauma Informed Practice - Diplomas x 8</i>	£11,200
<i>Trauma Informed Practice - SLT Training</i>	£ 98
<i>Trauma Informed Practice - Whole School Training</i>	£ 1,032
Total Budgeted Spend	£62,134

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Century Training package</i>	<i>Increased school attendance on non-modified days. Decrease in behaviour incidents. Increased engagement in post-16 options. Progress data.</i>	3, 4
<i>Edfords Farm</i>	<i>Decrease in behaviour incidents. Greater engagement in learning in class. Progress data.</i>	3, 4
<i>Nudge</i>	<i>Engagement with learning of pupils unable to access the school environment.</i>	3, 4
<i>Apple Class, all pupils in receipt of PP</i>	<i>1:1 learning will support a decrease in behaviour incidents and greater engagement in learning</i>	1, 3, 4
<i>Trauma Informed Diplomas x 3 to support intervention work.</i>	<i>Decrease in behaviour incidents. Increased engagement in learning Progress data</i>	3, 4
<i>Trauma Informed SLT Training</i>	<i>Greater understanding and knowledge at a strategic level</i>	3, 4
<i>Trauma Informed Whole School Inset Training</i>	<i>Wider staff knowledge and improved consistency of practice.</i>	3,4

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

Targeted Area of Spend - <u>Wider Strategies</u>	Cost
<i>WellBee Initiative</i>	£ 476
<i>Counselling Service</i>	£13,300
<i>Learning Support incl Behaviour Lead (65% of total cost)</i>	£40,520
<i>Norfolk Steps Tutor Training Refreshers</i>	£ 6,120
<i>NCC Attendance Support Service</i>	£ 570
<i>Additional PSA Attendance Training</i>	£ 140
<i>Pastoral Support Assistant to support Safeguarding & Pastoral Lead with attendance, FSM, signposting</i>	£27,400
Total Budgeted Spend	£88,526

Activity	Evidence that supports this approach	Challenge no addressed
<i>Attendance Package & Training</i>	<i>Greater understanding of legal responsibilities and requirements to address absence issues.</i>	4
<i>Learning Support Team</i>	<i>Whole school impact on behaviour management</i>	3, 4
<i>Norfolk Steps Tutors</i>	<i>Whole school training and ongoing input impacts on behaviour management</i>	2, 3, 4
<i>Counselling Service</i>	<i>Supports high number of pupils with SEMH needs, high ACE scores - supporting regulation and behaviour.</i>	3, 4
<i>Pastoral Support Asst</i>	<i>Increased workload of S & Pastoral Lead</i>	4
<i>Staff Wellbeing Support Package</i>	<i>Staff resilience levels and staff retention</i>	2

Summary

TOTAL SPEND	COST
Targeted Area of Spend - <u>Phonics</u>	£ 4,100
Targeted Area of Spend - <u>Academic Support</u>	£ 62,134
Targeted Area of Spend - <u>Wider Strategies</u>	£ 88,526
TOTAL BUDGETED SPEND 2022 - 23	£154,760
Total budget for this academic year	£154,760
Proposed c/f from 2022 - 23 to 2023 - 24	£ 0

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?

Objectives for 2021-2022	Outcome
<ul style="list-style-type: none">- To continue to raise outcomes in Maths. To conclude this work from last year the Maths lead will continue to focus on the training delivered and review outcomes through observations and pupil outcomes.	A Maths audit was completed and appropriate training presented from Maths lead. Due to pupil gaps in knowledge we have continued to use MyMaths as an intervention tool and have invested in Times Tables Rockstars to continue to work on these basic number skills. More appropriate resources for Pathway 1 purchased. Outcomes - PP pupils in KS4 all achieved the appropriate accreditations - same or above non-PP pupils. Pupils in KS3 and KS2 have access to more appropriate resources and are making appropriate progress.
<ul style="list-style-type: none">- To continue to improve outcomes in SEMH. This will be supported by training 3 additional staff at diploma level in Trauma informed practice.	2 staff trained and 1 deferred. 3 more staff have been identified to do the Practitioner training (Diploma level) this year. Whole school Trauma Informed Schools training was delivered, external provider. Ongoing training throughout the year from Paula Cross and Sophie Copeman. Motional being used half termly to track pupils SEMH needs.
<ul style="list-style-type: none">- To continue to develop outdoor learning opportunities, increasing the Forest School offer with an additional staff member who can support in main site, Orchard and in Residential.	Due to our growing cohort of pupils and the positive impact we had observed by the pupils accessing Forest schools sessions, either as part of their class timetables or on a one to one

	<p>intervention basis, we identified a need for expanding our team of Forest Schools practitioners. A Level 3 qualified Forest Schools practitioner was employed and reported directly to the Forest Schools Lead Instructor and the Deputy Head teacher who has responsibility for the School Curriculum. This allowed us to ensure that pupils in every class within Key Stage 2, Key Stage 3 and all areas of our Orchard provision were able to access at least 6 sessions of Forest Schools each term throughout the year. Some pupils within the school were able to access this provision on a weekly basis throughout the year. Pupils in Key Stage 4 were able to access Forest Schools type sessions as part of their 'Options' offer if they selected the session to have as part of their timetable.</p> <p>Provision was also made for some pupils to have one-to-one intervention sessions with our Forest Schools practitioners. Identification of these pupils came from referral by class teachers and was reviewed on a termly basis. For many pupils having intervention sessions, this was the session each week where they demonstrated the highest level of engagement and development.</p> <p>Engagement in the Forest Schools sessions across the school were extremely high and the lesson was often named by pupils as one of their favourite lessons each week. Development was observed in pupils' social and communication skills particularly with pupils they would not normally engage with. Progress was also noted in pupils' independence skills around their ability to dress and undress themselves which was an outcome not considered prior to expanding our team of practitioners.</p>
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<ul style="list-style-type: none"> - To monitor the use of external intervention and services and ensure that we can meet the need of all pupils across the site with the additional intervention of play therapy. 	<p>This is overseen by the Intervention Lead, working closely with Sensory and Physical Lead and Communication and Interaction Lead to oversee the use of external interventions and professional involvement. Within our school, this includes Occupational Therapists, Educational Psychologists, School Counsellor, Speech and Language Therapists, Physiotherapists and Teacher of the Deaf in addition to our internal interventions. A new referral system and tracking document has been put in place to monitor the use of interventions and ensure pupils are accessing the most appropriate intervention or support available.</p> <p>The previous Play Therapy contract ended and has been replaced with increased hours from school counsellor and interventions provided by internal Trauma Informed Practitioners.</p> <p>The school has increased the use of EATOS providers due to an increase in pupils disengaged from school. These interventions are used on a part or full time basis with the aim to reintegrate pupils back into school full time. 100% of the pupils accessing EATOS providers are Pupil Premium.</p>
<ul style="list-style-type: none"> - To review and monitor the support of the Learning Support Team, now working in a different way, in key stages and look at the impact of promoting positive behaviours within a key stage has on the whole school. 	<p>During the pandemic, the Learning Support Team worked across individual Key Stages to support the need within each zone area, rather than being based within the Learning Support Centre.</p> <p>Following the pandemic, the Learning Support Team has returned to a whole school approach, but with key stage specific Break Out Spaces remaining within each key stage area. The main Learning Support office is based in KS3 as identified as the highest level of need.</p>

	The previous Learning Support Centre has been adapted to create and run Apple Class, providing a safe and appropriate environment for the pupils with the highest need. 83% of the pupils accessing Apple Class are Pupil Premium.
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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
Trauma Informed Practice	Christine Davies

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.