

# Pupil premium strategy statement

the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding this academic year and the outcomes for disadvantaged pupils last academic year.

## School Overview

Detail	Data
School name	Northern Counties School
Number of pupils in school	88
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers	2022-25
Date this statement was published.	December 2024
The date on which it will be reviewed	July 2025
Statement authorised by	Martin Lonergan Headteacher
Pupil premium lead	Simon Adams Ros Field Abi Cowie
Governor / Trustee lead	Jeff Lough

## Funding overview

Detail	Amount
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# Part A: Pupil premium strategy plan

## Statement of intent

We aim to use pupil premium funding to help us achieve and sustain positive outcomes for our most disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we have identified some key areas that will support our pupils to acquire new knowledge and skills and to be able to transfer and apply these in their daily lives. These include:

- Communication skills: receptive, expressive, and social communication skills
- Wellbeing: happiness and emotional regulation
- Independence skills: functionality in the activities of daily living
- Parental engagement: support parents/carers to develop skills and access resources and training to help pupils achieve their EHCP outcomes.

Pupil premium funding will be used in different ways by different cohorts. Central to our approach is high-quality teaching and therapy focused on the needs of our most disadvantaged pupils but includes some strategies that will benefit our pupils. All our pupils have Education, Health, and Care Plans, and many have complex and co-morbid needs, so we will plan to help our non-disadvantaged pupils alongside their disadvantaged peers. Given the effective use of pupil premium funding in 2021-22 that led to disadvantaged pupils making better rates of progress than non-disadvantaged peers, we would seek to maintain the tangible benefits of some of these strategies through the next three academic years.

We will continue to support disadvantaged pupils to promote their independence and social skills through targeted therapy and positive risk-taking.

Pupil wellbeing post-pandemic continues to be a focus for the school. If students are settled and ready to learn, families can engage and support the development of a waking-hours curriculum.

Our strategy will be driven by the needs and strengths of the young people as described within their EHCPs. Pupil outcomes are based on detailed observation and assessments in conjunction with the summative assessment models in place within the school. At the heart of our approach is the provision of targeted actions to develop the knowledge, skills, understanding

# Challenges

Pupils are well-regulated and can attend to learning tasks for increased periods.  
Staff feel supported in school.

24-month staff turnover reduces by 50%

## 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 abovementioned challenges.





	<a href="https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges">https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</a>	
Parent/carer engagement through support for individuals and groups and workshops.	The Education Endowment Foundation produced their report, <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/parental-engagement</a>	4

**Total budgeted cost: £ 62,590**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details our pupil premium activity's impact on pupils in the 2023 to 2024 academic year.

**iASEND** 90% of learners have achieved or exceeded their targets. Five learners did not achieve or exceed their targets, two of these had very low attendance/engagement


**Externally provided programmes.**

*Please include the names of any non-DfE programmes you purchased in the previous academic year. This will help the Department for Education identify popular ones in England.*

Programme	Provider
Phonics for Pupils with SEN	Ann Sullivan