



## Pupil Premium

### **What is Pupil Premium?**

The Pupil Premium is a government initiative designed to address the achievement gap between those pupils that are deemed to be from a disadvantaged background. It is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. It is provided for those pupils that have been on free school meals at any point in the last 6 years; those children who are looked after, or those pupils in receipt of a child pension from the Ministry of Defence. Pupil premium funding is available to mainstream, academies, special schools and pupil referral units.

In the 2016 to 2017 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

£1,320 for primary-aged pupils.

£935 for secondary-aged pupils.

Schools also receive £1,900 for each looked-after pupil who has been looked after for 1 day or more, was adopted from care on or after 30 December 2005, or left care under a special guardianship order or a residence order.

£300 for Service pupils in receipt of a child pension.

For further information:

<https://www.gov.uk/government/publications/pupil-premium-conditions-of-grant-2016-to-2017>

### **Northern House School (PRU) in context:**

Northern House School (PRU) caters for Primary pupils within KS1 and KS2 and offers short stay provision in Wolverhampton and the surrounding area for pupils at risk of, or have been, permanently excluded from their mainstream setting for Social, Emotional and Mental Health difficulties. After a short induction period the provision offers a full time intervention programme for 12 weeks. All pupils are classed as SEND in a graduated response as directed by the SEND Code of Practice (DfE 2015). If it is deemed appropriate some pupils will undergo formal assessment of SEND whilst at Northern House School (PRU). The PRU works closely with both parents /carers and all other professional to deliver a multi-agency approach to a pupil's needs.

Wolverhampton is ranked in the top 20 most deprived areas in the country (National Statistics 2015). The majority of pupils who attend Kingston are eligible for Pupil Premium using the Government criterion (see above).

## **Strategies for narrowing the gap – a brief overview:**

No single intervention provides a complete solution to the complex educational issues in any mainstream school. The complexity and variety of needs for pupils attending Northern House School (PRU) are further diverse and it is therefore a multi-faceted approach that we feel offers the best opportunity for pupils to succeed.

At Northern House School (PRU) the vast majority of pupils are subject to pupil premium funding, this means that systems of monitoring and tracking have to be robust and informative whilst being the catalyst for further progress to be made. This is underlined by everything we do; achievement and progress is a standing agenda item at Senior Leadership and whole staff weekly meetings. There is a dedicated member of staff monitoring the provision for pupils eligible for pupil premium funding and reporting to all audiences. All of the information is shared with the Management Board, who are responsible for holding the PRU to account.

Interventions come in variety of different forms and can be focused on social and emotional aspect of learning as well as direct academic intervention; strategies are not generic and must be specific to the needs of the group/pupils. Priority is given to improved attendance and behaviour in the first instance, creating a window of opportunity for learning.

Northern House School (PRU) does not have any school data published on RAISE Online. Progress will be measured using Assertive Mentoring, Boxall Profiling, PASS and Behaviour Tracking.

<b>Improvement Initiative</b>	<b>Description</b>	<b>Impact</b>
Phonics International	A new programme of phonics intervention. This scheme does not limit its target audience to R and KS1 pupils. It is designed to be used from R to adult and the related materials are age appropriate.	This scheme allows all pupils, including PP pupils to access it at the appropriate level of need without identifying a lack of age appropriate learning. Its prescriptive delivery has enabled all staff to deliver the scheme at a standardised level. Initial whole school data has identified an improvement in reading scores since its introduction
Phonics international – staff training	Whole day inset and twilight inset on delivery. Online training packages and access to all resources.	Standardised delivery by all staff.
Assertive Mentoring Assessment Tools	A robust assessment tool that gives a standardised measure of progress in Core subjects (Writing, Reading and Numeracy) and Science.	All pupils can be assessed on entry to create a baseline for academic progress. This enables Teacher Assessment of ability to produce and monitor individual planned programmes of work for all pupils including PP pupils.
Oxford Reading Tree Scheme	Purchase of a whole new scheme of reading that supports the Assertive Mentoring Scheme of Teaching, Learning and Assessment	A standardisation of teaching, learning and assessment resources to support Assertive Mentoring for all pupils including those in receipt of PP. The scheduled timescale for pupil's attending the PRU is between one and two terms. Assertive Mentoring enables the Centre to

		complete a robust series of assessments that measures impact on academic progress whilst attending.
Individual reading programme (Early Work)	A daily programme of input / output to support the phonics scheme. 1-1 dedicated support.	An opportunity for assessment of knowledge and understanding in reading, leading to enhanced / reduced / altered programmes of intervention.
Nelson Handwriting Scheme	To support the assertive mentoring scheme of Teaching, Learning and Assessment. Individual programmes of work to close the gap.	A whole school approach to improve handwriting and thus the speed and accuracy of writing
Targeted Literacy /Numeracy intervention	Targeted pupils are selected for 1:1 intervention in Maths and Literacy if they are not reaching their target progress. The length, format and intervention depends on their individual need	A robust assessment system identifies those pupils who need enhanced teaching and learning opportunities in Literacy and Numeracy to 'close the gap'. The impact of the intervention is measured through the ability to transfer taught skills in a classroom setting.
PSHE – individual SEMH programme	All pupils are assessed for priority SEMH difficulties and an individual programme is developed to address each pupils issues. This may be 1:1 or small groups depending on the nature of the nature of the difficulty.	Each pupil attending the PRU has SEMH difficulties. The programme is measured through a series of data trawls: reduction of incidents and physical interventions. A measured level of functioning –Boxall profile/ PASS /CAMHs judgement statements. Each pupil is discussed weekly for levels of progress in this area at a weekly staff meeting.
Creative curriculum (external influence)	A frequent interjection from external activities is incorporating into the school curriculum: -Lego technics –ICT based -Wildside Activity Centre -The Way - Wolf Mountain -Soccer 2000	A discreet way of engaging some of the most complex pupils in learning across all aspects. Majority of pupils attending the PRU lack confidence, self-regulation and the ability to self- motivate. These supplementary activities have proven to engage and inspire pupils into learning.
Creative curriculum (internal influence)	A weekly scheduled programme of whole school learning through topic or incident initiated events.	Activities have proved immediate stimulus for each strand of the curriculum and personal learning. Impact measured on: -levels of engagement and output from pupils. -discreet learning of key skills through motivation and the transfer of these key skills into classroom setting.
Pastoral Support Programme, PSP (internal)	A level of individual support for more complex pupils whose ability to function	A confidence building exercise, where there is no competitive issue with peers. The pupil can be discreetly guided towards learning

	<p>within a classroom setting is deemed inappropriate. The pupil will engage with learning within the centre on a 1-1 basis with a dedicated team of staff.</p>	<p>whilst working on strategies to remove inappropriate behaviour. This allows creative, play and art therapies to be included in the school day.</p>
<p>Pastoral Support Programme, PSP (external)</p>	<p>A level of individual support for more complex pupils whose ability to function within a school setting is deemed inappropriate. Therefore, the learning takes place within their own home or other external venue with the parent / carer available. The pupil will engage with learning within the centre on a 2-1 basis with a dedicated team of staff.</p>	<p>The inclusion of the responsible adult in this programme consolidates the parental involvement and multi-faceted approach that is key to a pupil's progress. The data indicated a serious reduction of recorded incidents and the need to use Physical Intervention as a last resort. Engagement in learning is increased impacting on progress. The pupil can be discreetly guided towards learning whilst working on strategies to remove inappropriate behaviour, allowing a re-integration into the school setting.</p>
<p>Breakfast club</p>	<p>This is sponsored by a national charity –'Magic Breakfast'. Pupils can attend breakfast club from 8.30 am to 8.50 am daily. They can have a healthy breakfast free of charge and engage in social skill activities with support staff until registration time.</p>	<p>Research has proven that children need appropriate sustenance to fully engage in learning. Some pupils including PP pupils may not have the time / availability or environment to have breakfast before they leave home. This is a positive community time that enables the start of school to be potentially the most successful.</p>
<p>Sensory snacks</p>	<p>A planned programme of physical activity to stimulate and satisfy any identified sensory issues.</p>	<p>The impact measured on the level of engagement within the classroom between 'snacks'.</p>
<p>Sensory room – commissioning of and purchase of the contents. 1:1 staff ratio</p>	<p>A room with a series of tried and tested sensory stimulating activities and objects. Pupils access this for a strict time accompanied by a key member of staff.</p>	<p>The attending member of staff annotate the use of contents and the reaction from each individual pupil. This is then shared with key staff and other professionals to build a comprehensive profile of sensory needs and stimulus. This can be used as fulfilling a SEND need or as a positive reward session. After initial input pupils initiate their own use of the room.</p>
<p>PRICE training (protecting rights in a caring environment)</p>	<p>BILD accredited intervention programme. A series of behaviour analysis tools to identify triggers for inappropriate behaviour and prevention measures to provide a safe learning environment.</p>	<p>Robust training in recognising behaviour triggers and planning a programme of prevention through Primary and Secondary strategies built into Individual behaviour plans. A following incident debrief and a programme of resolution and recovery for each pupil as necessary.</p>

	As an absolute last resort a graduated positive physical intervention programme. Critical resolution and recovery plans.	Impact measured by the frequency of individual incident and physical intervention evaluation. Graphed and shared with all relevant stakeholders.
Magic Maths	An afterschool weekly maths programme exclusively for Primary pupils led by external providers in a fun and exciting way.	Motivate pupils to interact with the National Curriculum in a positive way. Develop pupils' confidence and engagement with Maths. Provide pupils with the opportunity to practice and develop their Maths skills. Assessment of peer interaction.
Believe2achieve –Art Therapy	A weekly session of Art Therapy delivered by an external provider. The sessions involve an element of counselling whilst partaking in Art activities in a small group.	Enhances the self-esteem, personal development, educational experience and future aspirations of pupils. Develop positive peer interaction.
PASS Positive attitudes to self and school.	A diagnostic computer based tool to identify attitudes to self and school, completed by pupils on entry and exit.	Ability to build a profile of pupils' attitude to self and school and target deficiencies through individual intervention programmes with a measurable and comparable graphing system.
Boxall Profiling Beyond the Boxall	A structured assessment of the developmental progress of school-aged children, completed by adults prior to entry and exit.	Ability to build a profile of developmental progress and target deficiencies through individual intervention programmes through suggested strategies from 'Beyond the Boxall'. A measurable and comparable graphing system will demonstrate impact.
Cool Kids Cool Kids Training	An exercise programme devised by an Occupational Therapist that follows a sequence of developmental activities. It is designed to be undertaken by teaching staff ideally on a daily basis.	It aims to develop: <ul style="list-style-type: none"> <li>• Sensory Processing</li> <li>• Modulation of arousal levels and the ability to self- calm</li> <li>• Body awareness - a sense of position in space</li> <li>• Postural control - in lying, sitting, kneeling and standing</li> <li>• Praxis - organisation of actions / ideation and motor planning</li> <li>• Bilateral sequencing- left / right and crossing midline</li> <li>• Basic skills: skipping, hopping, ball skills</li> </ul>
Wildside Activity Centre	An Outdoor and Environmental Education Centre providing the basis of an informal approach to learning in a relaxed and friendly atmosphere.	Qualified and experienced staff supply the expertise to ensure that any visit is a learning, rewarding and memorable experience to individuals and groups alike. Motivational learning. Positive peer interaction.