

Pupil premium strategy spending report 2018-19

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 2018 to 2019 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 £2,300 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. For pupils who attract the £2,300 rate, the virtual school head of the local authority that looks after the pupil will manage the funding.

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

For further information: <https://www.gov.uk/government/publications/pupil-premium-conditions-of-grant-2018-to-2019>

Northern House School Wokingham in context:

Northern House School caters for Primary pupils from Year 4 to Year 11 and offers special provision in Wokingham 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. The school works closely with both parents /carers and all other professional to deliver a multi-agency approach to a pupil's needs.

Summary information			
School	Northern House School Wokingham		
Academic Year	2018-19	Total PP budget	£26,400
Total number of pupils	63 (69)	Number of pupils eligible for PP	21

Outcomes for pupils 2017-18

Level	Subject	X	U	W	1	2	3
GCSE Foundation	Biology						1
GCSE Foundation	Mathematics	1	2		1	1	1
Entry Level	Science	1					6
Entry Level	Mathematics	1				2	5
GCSE	Physical Education				1	1	1
Entry Level	Food Studies	1		1			3
Entry Level	English	2				4	2
GCSE	Food Preparation and Nutrition			2			2

Level	Vocational Qualifications	Total
BTEC Diploma	Sport Level 1	4
ABC Level 1	Certificate	4
ABC Level 1	Diploma	2
City & Guilds	Construction Level 1	1
UK Level 1	Sports Leader	2
BTEC	Food Studies Level 1	1

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 are diverse, therefore we believe a multi-faceted approach will offer the best opportunity for pupils to succeed.

At Northern House School a significant number 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 Trust and the Governing Body, who jointly hold the school 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 has limited information does not have any school data published nationally. Progress will be measured using Boxall Profiling, PASS and Behaviour Tracking, alongside academic assessments that are subject specific and those that assess cognitive ability.

Improvement Initiative	Description	Impact
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.
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 pupil's issues. This may be 1:1 or small groups depending on the nature of the nature of the difficulty.	Each pupil attending the school 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.
Pastoral Support Programme, PSP (internal)	A level of individual support for more complex pupils whose ability to function 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.	A confidence building exercise, where there is no competitive issue with peers. The pupil can be discreetly guided towards learning whilst working on strategies to remove inappropriate behaviour. This allows creative, play and art therapies to be included in the school day.
Pastoral Support Programme, PSP (external)	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.	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.
Breakfast club	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.	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.

Sensory room – 1:1 staff ratio	Construct a room with a series of tried and tested sensory stimulating activities and objects. Pupils will access this for a strict time accompanied by a key member of staff.	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.
TEAM TEACH training (protecting rights in a caring environment)	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. As an absolute last resort a graduated positive physical intervention programme. Critical resolution and recovery plans.	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. Impact measured by the frequency of individual incident and physical intervention evaluation. Graphed and shared with all relevant stakeholders.
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 for primary	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"> • Sensory Processing • Modulation of arousal levels and the ability to self- calm • Body awareness - a sense of position in space • Postural control - in lying, sitting, kneeling and standing • Praxis - organisation of actions / ideation and motor planning • Bilateral sequencing- left / right and crossing midline • Basic skills: skipping, hopping, ball skills
Forest School and Outdoor Education	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.
Wave 3 therapies – individual by child	A range of therapists introduced in 2017/18 to become broadly available – art, music, occupational, equine, canine.	Pupils with SEMH have differing needs and respond better to particular therapies.