



1.0 Terms of Reference

- 1.1 This Policy has been written for all staff at Northern House School (PRU); pupils, parents and carers. All staff should have a working knowledge of this policy.
- 1.2 Copies of this Policy may be obtained from;
 - 1.2.1 Available electronically on the School Website.
 - 1.2.2 Reference copy in the main School Office
 - 1.2.3 Shared Area – Electronically
- 1.3 The aim of this policy is;
 - 1.3.1 To help ensure that staff are equipped to respond appropriately when students are in danger of hurting themselves, others or school property or of seriously disrupting the good order of the school.
- 1.4 This Policy links with the following policies;
 - 1.4.1 Promoting Positive Behaviour
 - 1.4.2 Exclusion
 - 1.4.3 Staff Handbook
 - 1.4.4 Health and Safety
 - 1.4.5 Safeguarding and Child Protection
 - 1.4.6 Admissions
- 1.5 Edition, review and frequency
 - 1.5.1 Edition 1 agreed September 2016
 - 1.5.2 The Objectives will be reviewed annually
- 1.6 The lead member of staff is Adam Price, Headteacher (01902 558149)
- 1.7 This Policy has been written for all staff, parents, carers, students and governors at Northern House School (PRU).
- 1.8 This policy is broken down into the following sections:
 - 1.8.1 Principles
 - 1.8.2 Background
 - 1.8.3 Philosophy Around Use of The Pupil Premium
 - 1.8.4 Provision
 - 1.8.5 Reporting
 - 1.8.6 Success Criteria
 - 1.8.7 Appeals

Pupil Premium Policy

2016/09/01 Version Number: 01 (Transferred)

A Price

Review Date: 2017/09/01

Northern
House
School



2.0 Principles.

2.1 Every member of staff and the Governors at Northern House School (PRU) accept responsibility for 'socially disadvantaged' pupils and is fully committed to meeting their pastoral, social and academic needs within a specialist school environment. This is an integral part of supportive ethos of the whole school community.

3.0 Background.

3.1 The Pupil Premium is a Government initiative that targets extra money for pupils from deprived backgrounds. Research has shown that this group of pupils can underachieve compared to their peers. The funding is provided in order to support these pupils in reaching potential. Pupil Premium is *additional* to any funding the pupils may receive to support their Special Educational Needs (SEN), where appropriate. The Government have used pupils entitled to Free School Meals (FSM) and those who are Cared for Children (CfC) as key indicators for deprivation, and have deployed a fixed amount of money to schools per pupil as appropriate. This fixed amount of money will increase annually. As a general principle, The Pupil Referral Unit will use the indicator of those eligible for FSM and those who are CfC, to ensure targeted pupils receive the opportunities and make at least progress to their peers.

3.2 When considering the Pupil Premium from the perspective of a Pupil Referral Unit, it is important to realise that our pupils should not remain with us permanently, or indeed on a long term basis, and therefore it is imperative that monies follow the pupil promptly and efficiently, to ensure best value and deployment. The pupils who engage with Northern House School (PRU) have a wide range of simple and sometimes more complex needs, which impact on their success in a mainstream setting, and so it is imperative that the Pupil Premium is best-matched to individual need. The main aim of the PRU is to re-engage students with a meaningful, personalised curriculum which both ensures academic progress and engenders a thirst for success in the wider learning community. The task before us is to ensure, even more so than in mainstream settings, that need, barriers to learning and social backgrounds do not impinge on the students' opportunities for success.

4.0 Philosophy Around Use of The Pupils Premium.

4.1 In exploring how to make best use of the Pupil Premium and how to add value to student achievement, Northern House School (PRU) works hard to ensure that personalised academic timetables, learning support and curriculum choices meet the needs of all learners, breaking down barriers to learning and closing gaps in progress. The PRU also feels strongly that it must look beyond the school and beyond the notion of achievement being focused on the acquisition of skills and knowledge, and into the application of learning which has already taken place, especially on functional contexts. These experiences are crucial to ensuring that appropriate social behaviours, in 'real-life' settings, are experiences by all pupils, irrespective of their background and which can be expensive, and potentially logistically challenging for families to access, for example those without private transport.

4.2 There is no Government edict on *how* schools should spend the Pupil Premium, but it is clear that schools will need to employ the strategies that they know will support their pupils to increase their attainment and close gaps in learning which are often prevalent in socially disadvantaged groups. Schools are accountable for this, and, under new reforms, schools performance tables will show the attainment of pupils who receive the Pupil Premium compare with their peers. This expectation applies to all schools, including Pupil Referral Units.

5.0 Provision.

5.1 In order to meet the above requirements, the Management Board will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. Our on-going priority for each academic year will be focussed on 'narrowing the gap' for those pupils not on track to achieve the individual targets set them.

5.2 We track pupil achievement through the Pupil Progress database, through regular monitoring and reporting of progress. Regular pupil Review meetings ensure that parents/carers are informed of areas to celebrate and develop in terms of a pupil's progress. Where any pupil is under-achieving based on their individual Education Plan targets, this explored fully and appropriate interventions are set in place.

5.3 In making provision for socially disadvantaged pupils, the Governors of Northern House School (PRU) recognise that not all pupils who receive free school meals will be socially disadvantaged of CfC. The Governors also recognise that not all pupils who are socially disadvantaged of CfC, are registered or qualify for FSM. The Governors reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the school has legitimately identified as being socially disadvantaged of *vulnerable*.

5.4 The range of provision

- Facilitating pupils' access to education;
- Facilitating pupils' access to broader curriculum opportunities;
- Additional teaching and learning opportunities;
- Alternative/outside support and intervention; and,
- Ensuring access to wider school opportunities and experiences, for example, residential visits, after school clubs, cultural visits, etc.

(See our '**Pupil Premium Statement**' for more information on the initiatives we implement)

6.0 Reporting.

- 6.1 Termly update reports will be made to Governor's through the Headteacher's Report to the full Management Board, and an agenda item on the Teaching and Learning Sub-Committee. This information will link with the schools monitoring of pupils based on information from the Pupil Progress Database, which is updated once per half-term.

- 6.2 The Management Board will consider the information provided in the light of the data relating to the progress of the school's socially disadvantaged/vulnerable pupils in conjunction with national data sets.

- 6.3 Governors will ensure that there is an annual statement to the parents on how the Pupils Premium funding has been used to address the issue of closing the gap in progress got socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education.

7.0 Success Criteria.

7.1 The evaluation of this policy is based on how quickly the school can close the gap between socially disadvantaged pupils and their peers. Following the school's agreed procedures, pupils targets will be identified and evaluated annually and included in the Raising Attainment Plan (RAP). Pupil Premium forms a major part of the 'Achievement' target for all teaching staff in the annual Appraisal cycle, reflected in SMART targets.

7.2 The success criteria for the Pupil Premium Policy are:

- Early intervention and support targeted pupils;
- The cast majority of targeted pupils will meet or exceed their individual targets and make at least good progress;
- Swift and effective parent-pupil-school support, to enhance learning and close gaps;
- Swift and effective intervention through a whole-school system for tracking student progress in Quality Assurance Monitoring Visits;
- Evidence that pupils are able to independently apply skills learnt in school in the wider community; and,
- Create a positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community; developing confident and independent learners.

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8.0 Appeals.

8.1 Any appeal in connection with the disposition of the pupil premium funding will be dealt with through the Appeals Panel of Northern House School (PRU) Management Board.

(The full description of the Pupil Premium can be found on the DfE website)

Signed: on behalf of the Management Board

Date:

Signed:Head teacher

Date:

Date of Next Review: