

November 2017

## **Pupil Premium**

The pupil premium 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.

Free school meals is the main measure of deprivation at pupil level.

Commissioners of Pupil Referral Unit places are asked to identify pupils who have previously attracted pupil premium funding.

Allocations of pupil premium are made based on the school which the pupil attends at the time of the January School Census. Pupil premium is paid to local authorities who then manage the funding and then pass it on to the schools they fund.

Local authorities also decide how pupil premium funding is allocated in alternative provision settings including PRUs.

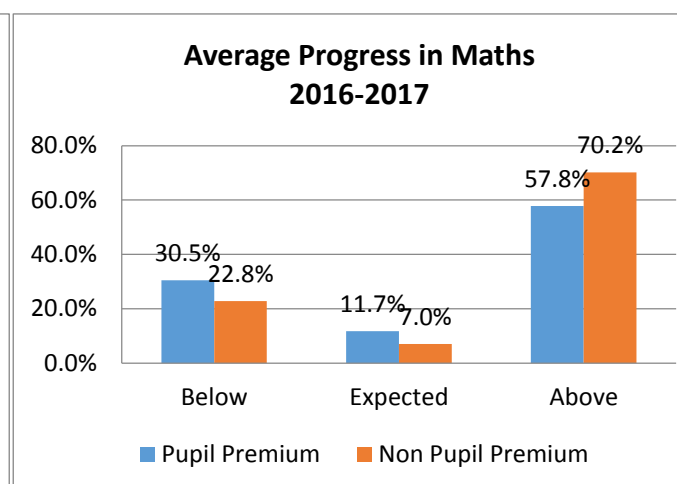
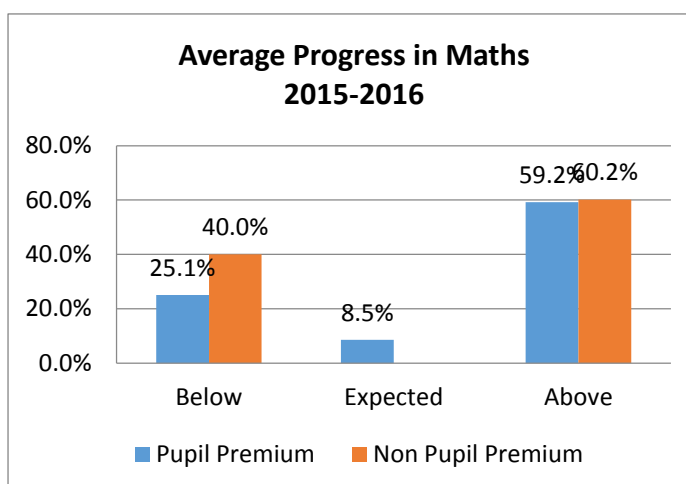
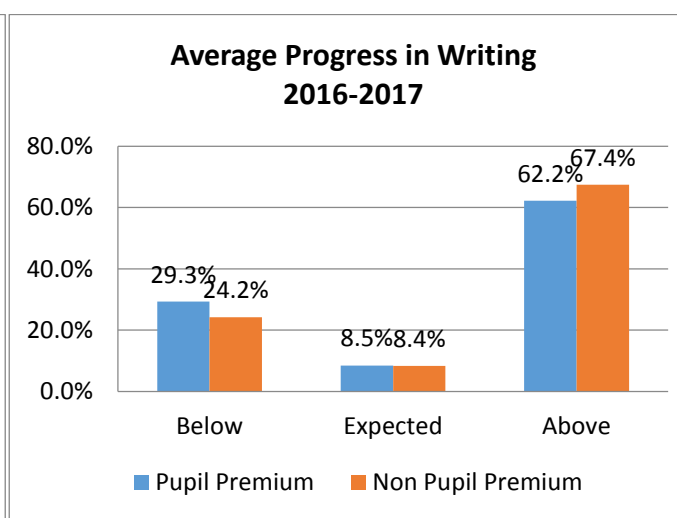
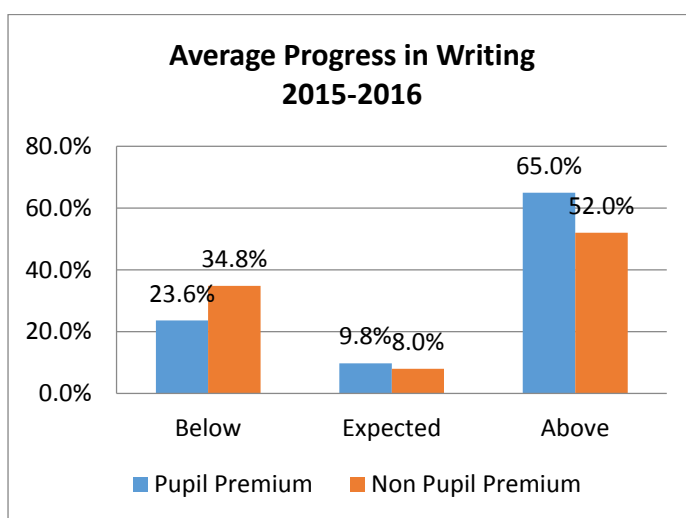
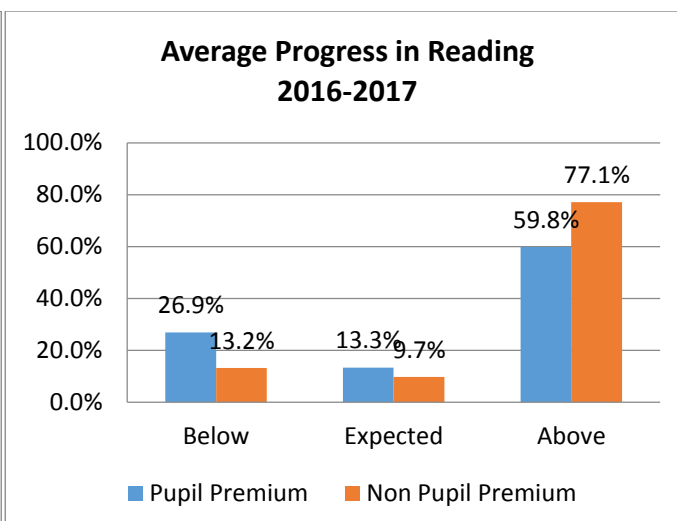
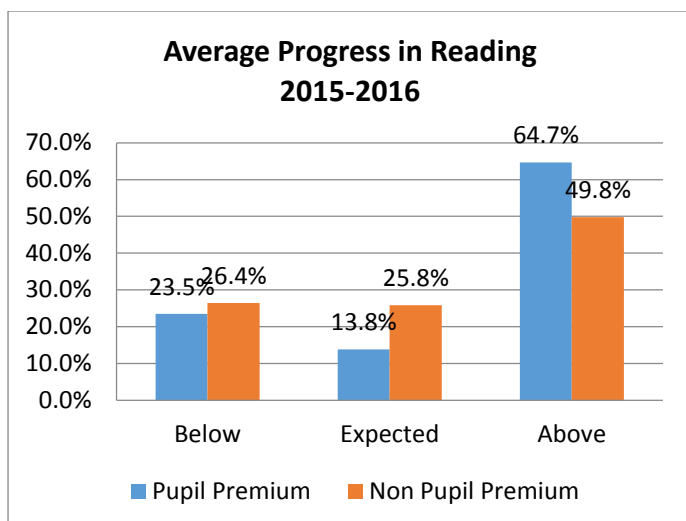
Northumberland LEA has made the decision not to allocate or pass on pupil premium funding of dually registered pupils to the Northumberland PRU, but to allocate the funding to the pupil's mainstream school.

Permanently excluded pupils placed at the PRU through EOTAS may receive Pupil Premium – funding is allocated based on the number of single registration Pupil Premium pupils on roll during the January census. In January 2017 the PRU census information (1 primary and 2 secondary pupils) resulted in £3,190 being allocated to the PRU.

The allocation of funding in no way represents the number of Pupil Premium pupils in the PRU for the rest of the year, single or dual registered.

Analysis of LEA figures for fixed term and permanent exclusions indicate a strong correlation between those placed at the PRU and social deprivation.

A key objective at the PRU is to narrow the gap between pupil groups. As a school we have an excellent track record of ensuring pupils make good progress. Through targeted intervention we work to eliminate barriers to learning, progress and inclusion.



Pre-admission and initial assessment data indicates pupils referred to the PRU have attainment levels significantly lower than the average or expected levels. Whilst pupils allocated Pupil Premium funding are disadvantaged in a variety of ways, this is also the case for many of our non-Pupil Premium pupils. In some cases Pupil Premium pupils are performing at higher levels than non-Pupil Premium.

Vulnerability, mental health, social care, bereavement, SEND and diagnosed conditions do not recognise Pupil Premium boundaries and for this reason Northumberland Pupil Referral Unit has made the decision not to discriminate – but to aspire to create an environment, climate and ethos that facilitates raising the attainment of **all** pupils.

We are determined to ensure that all our pupils do well and we aspire to nurture, support and raise attainment of all our pupils.

Our role, remit and client group continues to change and evolve – necessitating ongoing development, change and relentless effort to improve provision, practice and resources.

Our purpose, aim and mission remains the same – to include all pupils in a process where they are stimulated to engage, participate, learn, achieve and attain.

### **Recent initiatives/improvements**

We have worked hard to improve provision since our last inspection. Please see the summary of improvements below:

- Increased capacity from 32 to 40 pupils.
- Simplified admission arrangements and commissioning.
- New purpose built provision for KS1/2 pupils – main classroom plus a small group/additional needs classroom, group/meeting room, additional pupils toilets plus a disabled toilet and shower facility.
- Introduction of 'Rising Stars' as one of a number of assessment tools to inform baseline attainment on entry.
- Introduction of iASEND as a tracking and monitoring tool - iASEND is an easy-to-use assessment progress tracking system that provides schools, teachers, and parents with information that shows attainment and progress in real time.
- Pupil profiling using the 'Reintegration Readiness Scale' - This assessment is a screening for suitability for inclusion and gives a diagnostic developmental profile. Used over time it gives a clear measurement of pupil development skills in each area.
- Refurbishment of intervention rooms.
- Increased classroom support.
- Improved comprehensive reports and communication with all stakeholders.
- Shared planning time for teachers and TAs.
- Coaching/mentoring sessions using a common framework and recorded.
- Employment and deployment of additional adults, support staff and Teaching Assistants to work on intervention programmes with identified pupils.
- Read, Write Inc – Fresh Start, introduced to support and improve progress with Literacy
- Introduction of iPads.
- Nurturing principles, practice and ethos now evident in all groups following successful pilot of Annexe Nurture Group.
- Specialist PE Teacher delivering discrete PE lessons.
- Broad/diverse range of professional partners increasingly contributing to comprehensive assessment and intervention planning.
- Adventure playground
- Commission of a number of hours of Educational Psychologist (EP) time to provide services in areas of consultation, assessment, intervention, training and research.

### **CPD including:**

Integrated Planning & Assessment (IPA) training

Evolve – educational visits recording & authorisation system

School 360 – NCC learning platform

Child Protection

iPads – using in school & apps to use

Emerging, Developing, Secure & Mastery (EDSM) – planning

IRIS staff development – video based professional development for schools

EDSM – assessment

School Food

Education, Health & Care Plan (EHCP)/Top-Up Funding – new style forms

SIMS – management information systems

Management of Actual and Potential Aggression (MAPA) Training – physical intervention

Teaching School Alliance (TSA) Conference

Thrive – whole school introduction to Thrive + 2 staff full Thrive training

Coaching – Locality Inclusion Support Team (LIST) and designated EP providing training on nurture group principles, assertive mentoring coaching and solution focused approach

Diabetes Training

iASEND – assessment progress tracking system

Food Hygiene Certificate

CPOMS – safeguarding and child protection software for schools

Anti-Bullying

### **Future projects**

- Outdoor learning area
- Sports area/MUGA
- Dedicated KS1/2 play area
- Sensory room
- Additional KS1/2 intervention suite