



Pupil premium strategy statement:

1. Summary information					
School	Northern House School, Oxford				
Academic Year	2018-2019	Total PP budget	£68,453	Date of most recent PP Review	Sept 2018
Total number of pupils	65 (Sept 18) 84 (Jan 19)	Number of pupils eligible for PP	69% in September 2018 Jan 2019 56 pupils eligible PP (67%) 49% FSM 8% LAC 12% F6	Date for next internal review of this strategy	May 2019

2. Current attainment – September 2018		
	% children eligible for PP on track to reach age related expectations by summer 2019	% children eligible for PP on track to make expected progress by summer 2019
	All our pupils have had significant time out of education.	31% not PP
Reading	14%	2%
Writing	5%	1%
Maths	8%	7%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Most of our pupils have low prior attainment, with below DFE expected progress level, often as a result of gaps in schooling due to exclusion.	
B.	Social, emotional and behavioural problems affecting well-being and progress.	
C.	Weaknesses in learning behaviour and low self-esteem.	
D.	Specific additional needs including those being supported as SEND.	
E.	High level of pupil mobility, with children entering the school during the latter part of their primary education.	
F.	High proportion of eligible pupils requiring a complex range of support needs.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
G.	Low attendance or been out of school for an extended period of time.	
H.	Parents/ Carers and school not working together effectively to overcome barriers.	
I.	Many families supported by outside agencies such as social care.	
J.	High level of deprivation - % of FSM and LAC	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High level of progress.	All pupil premium pupils, whatever their prior attainment, make at least expected progress with some whose attainment is below age related expectations, diminishing the gap.
B.	Good progress with SEMH.	Improvements in overcoming the barriers for specific children, including reduced incidents of behavioural problems, increased participation in class, increased social integration, better able to manage emotions.
C.	Improved learning behaviours and self-esteem – achieving full potential.	Improvements in the learning behaviours demonstrated by targeted pupil premium children – evident through pupil interviews and reports from class teacher. Children are provided with the opportunity to attend a two day residential to develop self-esteem, confidence and wider aspirations.

D.	Additional needs are supported effectively.	Children with additional needs are quickly and accurately assessed and supported through the school's SEND practice. Additional targeted interventions and access to appropriate learning tools where necessary, including the use of technology and specific programs such as Clicker 7 and IDL.
E.	All pupil premium children quickly integrated into the school system.	Children attend Northern House School on a full time basis. New pupils are integrated into the school as quickly as possible.
F.	Pupils' complex needs are identified and catered for accordingly.	Children have an individualised programme of support, including therapies (Drama, Play, Drumming, Art), as well as additional support through an OT and SALT. Identified needs on EHCP's are catered for.
G.	Improved attendance.	Attendance data improves, with targeted support where necessary. Most pupils to have attendance over 95%.
H.	Improved partnership with Parents / Carers.	Increased parental support for learning through close communication with the school. The role of the Home School Link Worker is embedded and developed to support families.
I.	Families are supported with issues that affect their children's education.	Feedback and attendance of TAF and CP meetings, with parents able to raise concerns. Good communication links with families. The range of services accessed to support parents is extended. Families feel supported with managing issues that affect their children's education, e.g. contacting CAHMS, accessing other agencies.
J.	All pupils' basic needs are met.	Children are provided with breakfast and fruit throughout the day, so no child goes hungry. All new admissions are provided with a school jumper free of charge.

5. Planned expenditure

Academic year	2018-2019				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
High level of progress	<ul style="list-style-type: none"> • INSET – led by MG / LMc to develop all support staff phonic and maths skills, as well as other curriculum areas. • Use of external tutor to support with Year 6 writing. • Monitoring by co-ordinators and SLT of all subjects, including tracking on school assessment system. 	<p>A high turnover of staff and the need to use agency staff means that the school has needed to ensure consistency with expectations and subject knowledge. Half-termly training is in place to ensure all staff have a good phonic knowledge and are aware of the resources available to support pupils. Basic maths skills and the use of resources, such as Numicon, are reinforced in these sessions, in line with our Maths policy.</p> <p>External tutor to develop writing - allows for 1:1 focus on the targets set by the class teacher.</p> <p>Close monitoring by coordinators and SLT will ensure that teachers have high expectations and are catering to the needs of their pupils.</p>	<p>Feedback from the staff meeting sessions.</p> <p>Observations of teaching assistants with a focus on high expectations. Class observations, learning walks and external peer observation.</p> <p>Increased quality and quantity writing from Year 6 pupils, with above average progress. Children working closer towards the expected standard for the end of Year 6.</p> <p>Monitoring feedback and discussion in pupil progress meetings.</p>	JW MG LMc	Full Termly
Improved learning behaviours and self-esteem.	<ul style="list-style-type: none"> • Focus on children's engagement in and responsibility for learning through learning to learn techniques. • Build in time for self and peer assessment. • Opportunity for pupils to attend after sports after school club and a two day residential. 	<p>Poor learning behaviours are preventing progress for some of our pupils, (e.g. refusing to complete tasks, lack of independence or easily distracted.) Evidence from EEF shows that meta-cognition and self-regulation techniques has a high impact on progress. This is linked with the school SDP to raise expectations of the pupils.</p> <p>The after school clubs offers pupils a more relaxed time to develop their social skills. The residential will provide children the opportunity to develop their self-confidence away from the academic environment.</p>	<p>Ongoing monitoring of school behaviour records.</p> <p>Increased reflections and pupil improving work.</p> <p>Observations and drop in visits to observe learning behaviours in the classroom.</p> <p>Pupil numbers for after school sports club.</p> <p>Successful residential.</p>	JW MG LMc	Full Termly

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Pupils with additional Special Education Needs make good progress towards their individual targets.</p> <p>Increased resilience for learning and aspiration.</p>	<ul style="list-style-type: none"> Focussed intervention groups, mainly working one to one. (Catch up maths and literacy) Use of IDL to support pupils with spelling difficulties. New PSHCE scheme to develop aspirations. 	<p>The need to address underachievement and boost progress.</p> <p>Interventions will be time limited, more focused and more tightly tracked.</p> <p>The focus of children's needs has tended to be SEMH, however some pupils have additional needs that need to be appropriately assessed and any necessary interventions put into place. IDL is accessible for all pupils and is tailored to the need of each child.</p> <p>Many of our pupils have low aspirations and do not see the point to learning. This is often as they feel they have already failed. A focus on developing aspirations and targets to work towards each week, will enable pupils to have a sense of achievement.</p>	<p>Track targeted outcomes of intervention groups.</p> <p>Robust assessment of needs of pupils.</p> <p>Progress shown on IDL tracking system.</p> <p>Increased number of credits earned by the children as more achieve their weekly target.</p> <p>Feedback from children on hopes and dreams.</p>	<p>JW MG LMc AY KM</p>	<p>Full Termly</p>
<p>Good progress with SEMH</p>	<ul style="list-style-type: none"> Staff have had additional training on PACE. Staff to have training on Trauma – led by Betsy de Thierry. Some staff to complete the Betsy de Thierry Certificate in Therapeutic Mentoring Weekly data feedback to all staff. ELSA training completed by a member of staff. 	<p>All staff need to have a good understanding of how best to manage our pupils and their complex emotional needs. The increase in training will allow a wider range of strategies to de-escalate children and engage them in their learning.</p> <p>The high level of knowledge and skills from the extended course allows for good support for pupils in crisis.</p> <p>Close monitoring and weekly feedback from Sleuth data will allow staff to understand the behaviours that are a concern and adapt their approach for the following week. It will also highlight pupils that are being successful and enable staff to continue to move these pupils forward.</p> <p>ELSA intervention in place for key children to develop their emotional literacy. Many of our pupils find it difficult to express themselves other than through their behaviour, this will give them time to develop their language skills.</p>	<p>Completion of Betsy de Thierry training by all staff.</p> <p>Four staff to have completed extended course.</p> <p>Weekly Sleuth data analysis. QCA behaviour assessment</p> <p>Reduction in the number of behaviour incidents.</p> <p>ELSA training completed and children accessing the support.</p>	<p>JW MG LMc</p>	<p>Full Termly</p>

<p>Pupil's complex needs are identified and catered for.</p>	<ul style="list-style-type: none"> Range of therapies widened and the number of sessions available increased. (Increased OT, Play and drumming sessions. Private SALT employed by school, new drama therapist, lego therapy) 	<p>Therapy is a method that is used to help children help themselves. Therapy develops a child's natural form of self-expression, as a means for understanding and communicating about feelings, thoughts and behaviours. Therapy develops children physically, emotionally and socially. It fosters imagination and creativity as well as encouraging confidence and concentration. It is a crucial part of our support package for our pupils, due to the high level of complex emotional needs.</p>	<p>Reports from therapists QCA behaviour assessment</p>	<p>Therapists JW MG EF</p>	<p>Full Termly</p>
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iii. Other approaches

<p>Improved attendance</p>	<ul style="list-style-type: none"> Closer liaison with parents / carers when attendance drops. Whole school approach to developing communication with parents /carers and promoting better attendance. Procedures for persistent refusal of taxi. Tightening up of procedures for persistent absence, including involvement of attendance officer. Use of HSLW to work closely with school refusers. Payment of taxi to bring children into school when there has been a problem. 	<p>Overall school attendance is good – however for a few children their attendance is significantly below 95%. Refusal to attend can be as a result of issues with transport, which need to be addressed. Parents need to be aware of their child's attendance and the impact it has on their progress. Letters are sent home to highlight a drop in attendance. The HSLW works closely with families, including bringing children into school that are anxious. The use of PP money has allowed for emergency taxis to be put in place when transport has broken down, thus ensuring that child can continue to come to school.</p>	<p>Monitoring attendance. Reports from HSLW</p>	<p>JW MG LMc DL</p>	<p>Half Termly</p>
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<p>Improved partnership with Parents / Carers</p>	<ul style="list-style-type: none"> • Embedding and developing the role of the Home School Link Worker. • Staff to have regular contact with parents. 	<p>Nearly all children are transported to school via taxi, reducing the opportunity for links with parents and carers. Parents are invited into school for assemblies, plays, Christmas productions and Carol Concert, sports day, end of term BBQ, Oxford Philamusica and coffee mornings. However, some parents have very little contact with school.</p>	<p>Reports from HSLW Informal feedback from parents. Parental survey. Number of parents attending school events.</p>	<p>DL MG JW</p>	<p>.Full Termly</p>
<p>Families are supported with issues that affect their children's education.</p>	<ul style="list-style-type: none"> • HSLW role to be developed and embedded to support our families and pupils. • Coffee mornings. • Additional outside agencies accessed. 	<p>Some families find accessing external support difficult or are experiencing a great deal of additional pressure and stress, for example bereavement / family illness. The HSLW is able to offer support to these families, which includes completing an EHA to identify the need and implement into a TAF to support the family. A support coffee morning for parents to talk through difficulties allows our parents to feel less isolated, Parents have been offered Team Teach training so that they are able to manage their children safely and implement the de-escalation strategies used in school.</p>	<p>TAF meetings Reports from HSLW Number of families supported Successful coffee mornings Feedback from parental Team Teach sessions</p>	<p>DL JW MG</p>	<p>Annually</p>

<p>All pupils' basic needs are met.</p>	<ul style="list-style-type: none"> Children are provided with breakfast and additional food, including fruit and drinks throughout the day. All pupils are provided with their first school jumper when joining the school. 	<p>Many of our pupils have a long journey to school, or do not wish to have anything to eat at normal meal times due to medication. The school does not wish for any pupil to go hungry as this can affect their ability to concentrate. All pupils are offered breakfast, snacks and drinks. We cater for different dietary requirements.</p> <p>School uniform can be costly, by providing a jumper we aim to ensure that all pupils wear school uniform but at a reduced cost for families.</p>	<p>Number of children having breakfast. Children are able to access suitable snacks, including fruit when necessary. Children have a school jumper.</p>	<p>JW MG</p>	<p>Daily</p>
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6. Review of expenditure

Previous Academic

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

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7. Additional detail

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