



Northfield School Pupil Premium Plans 2018/19

Funding expected this academic year will be approximately £34,370.

Number of learners in receipt of the Pupil Premium Funding is 28: 60% of the school.

Northfield School is a diverse and inclusive special school that is striving to deliver the best possible outcomes for all learners regardless of their background or specific barriers to learning. We aim to ensure that all our students experience success and achievement in all aspects of their school life.

Pupil Premium Funding is allocated to the school in the following way:

Type of Funding	Funding per eligible student	Number of eligible students in the school	Total Funding
Children eligible for FSM or Ever 6	£935	22	£20,570
Service children	£300	0	£0
Children who are looked after by the Local Authority	£2300	6	£13,800
Total Funding to the school			£34,570

A number of national publications have been considered when producing this plan including documents such as:

- The Pupil Premium (Foster, Long 2018)
- Education Endowment Fund Evidence Summary – Pupil Premium
- Spotlight on disadvantage: the governing board’s role in spending, monitoring and evaluating the pupil premium (National Governance Association 2018)
- Tackling Educational Disadvantage toolkit (Rowland 2017)

Our strategy relating to pupil premium prioritises the following strategies which include both classroom based interventions as well as wider strategies:

- Metacognition and self-regulation
- Bespoke pathways to encourage participation in education
- Preparation for adulthood
- Feedback
- Explicit teaching of oral language skills
- Creation of a sense of community to encourage greater participation in school

Rationale behind the chosen strategies

Metacognition

Self-regulated learning can be broken down into the following three strands:

- Cognition – the mental process involved in knowing, understanding and learning
- Metacognition – often defined as ‘learning to learn’
- Motivation – willingness to engage our metacognitive and cognitive skills

We aim to equip learners with the above by explicitly teaching specific strategies to plan, monitor and evaluate their learning. This will be through whole class teaching, targeted small group and 1:1 sessions. All students in receipt of pupil premium funding will have access to this in their lessons. We recognise that this approach is going to be challenging for our students and it needs to be modelled explicitly when it is introduced in lessons.

Bespoke pathways to encourage participation in education

We recognise that not all young people are able to follow a school-based timetable therefore it is important that we offer opportunities for students to follow a different path: one which retains a level of academic focus but which is more suitable for the need of the learner.

Preparation for adulthood

Some students has difficulties in organisational skills, therefore it may be more challenging for them to become independent learners. We currently do not have post-16 provision at the school and all students move to a different setting for their Key Stage 5 education. Work in Key Stage 4 supports the development of organisational and independence skills.

Feedback

Feedback is information given to the learner or teacher about the learner’s performance relative to learning goals or outcomes. The Education Endowment Fund rates feedback as being high impact for low cost and should aim towards (and be capable of producing) improvement in students’ learning.

This strategy is useful at Northfield School as our students can exhibit low self-esteem and feedback can help to focus attention to achieving a goal and therefore feeling a sense of self-worth and celebration of success. Feedback can come from a teacher or from a teaching assistant (as well as peers in the classroom): therefore it has the potential to involve everyone in the classroom.

Oral language interventions

Waldfoegel and Washbrook’s research (2010) demonstrates the link between students in receipt of pupil premium and vocabulary deficit. This is echoed in the 2010 Sutton Trust report ‘The correlation between socio economic background, vocabulary and conduct’. In 2018/2019 we will begin our plans for introducing evidence-based language interventions to the school by modelling to the students the power of language and how we adapt our language for particular situations. We have introduced a communication lesson for each class group which covers a range of skills including social skills, team work, body language and emotional literacy.

Specific interventions for 2018/19

Activity	How Pupil Premium Funds are used to support the activity	Reason for this approach	Estimated cost
Metacognition and self-regulation small group or 1:1 interventions in The Bridge	The Bridge staffing allow for small group or 1:1 interventions to run successfully	EEF teaching and learning research Opportunity to develop peer tutoring in the future when The Bridge's practice is established	£5,000
Bespoke pathways to encourage participation in education for instance TRAX and OFD	Creation of two Bespoke Pathways Key Workers who frequently visit students who are on a bespoke pathway. Payment of the courses	Increased independence Opportunity to develop vocational skills Increased and sustained attendance Self-belief and self-regulation	£10,000
Work experience and opportunities for those students who need support with preparing for adulthood and moving on to KS5	Bespoke Pathways Key Workers visit students on their work experience placements	Increased independence Opportunity to work towards an accredited qualification Self-belief and self-regulation	£11,000
Feedback to students about how they can improve their work in lessons	In house CPD session on teaching and learning strategies	Increased independence Opportunity to demonstrate ability to learn from advice and guidance	£700
Explicit teaching of oral language skills (e.g. discussion based learning in lessons, modelling of appropriate language in particular situations)	Distribution of teaching assistants to classes where oral discussion needs to be carefully organised and managed	Effective feedback opportunities from teachers and teaching assistants Opportunity to practice life skills	£5,000
Creation of a sense of community to encourage greater participation in school	Creation of named teaching groups including a Bespoke Provision group where the timetable is significantly differentiated	Low overall attendance at the school High % of persistent absenteeism	£2,870
Total:			£34,570

How the school will measure success

A key measure of success for the school will be our attendance data; whole school as well as for individual students. We will also use reports from colleagues where students are accessing education away from the school to determine if their placement is successful and therefore a valuable use of pupil premium funding. Our Records Of Annual Review reports (ROAR) will evidence progress towards student's outcomes on their EHCPs.