



Northfield School Pupil Premium Plans 2019/20

Funding expected this academic year will be approximately **£20,495**

Northfield School is a diverse and inclusive special school that strives to deliver the best possible outcomes for all learners regardless of their background or specific barriers to learning. We aim to ensure that our students experience success and achievement in all aspects of their school life. We define 'disadvantage' in many ways and do not take eligibility for Free School Meals as our sole indicator; we also consider the additional needs of students who are known to social care and those students who live in the 20% most deprived areas nationally.

Key statistics for the school

- 34% of students are eligible for the Pupil Premium
- 32% of students live in the 20% most deprived areas of the UK
- 64% of students are known to social care

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	17	£15,895
Service children	£300	0	£0
Children who are looked after by the Local Authority	£2300	2	£4600
Total Funding to the school			£20,495

To ensure we make evidence driven decisions about our spending, a number of publications have been considered when producing this plan including:

- The Pupil Premium (Foster and 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)
- Low income and early cognitive development in the UK: A report for the Sutton Trust (Waldfoegel and Washbrook, 2010)
- Restorative Practice and Special Needs (Burnett and Thorsborne, 2015)
- Preventing and Tackling Bullying (DfE, 2014)



Specific barriers to learning faced by our students

A high proportion of our students face additional barriers to learning beyond their identified SEND. These include some of the following:

- erratic attendance due to changing or challenging home circumstances;
- low literacy and numeracy;
- underdeveloped emotional literacy;
- lack of independence and preparation for adulthood;
- low self-esteem and confidence;
- multiple changes of education setting with some student being permanently excluded from one or more previous schools;
- historical lack of engagement with school;
- mental health concerns,
- vulnerability to exploitation particularly child drug exploitation (CDE).

Rationale behind the chosen strategies for 2019/20

Our 2019/20 strategy targets both classroom-based interventions as well as wider strategies to support personal development:

1. Teaching and learning

Continuing Professional Development (CPD) for teachers

Educational research shows us that good quality teaching each and every day benefits all students and has a particularly positive effect on children who are eligible for the Pupil Premium. *'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.'* (EEF, 2018). This year's whole-staff CPD timetable focuses on areas of teaching and learning which have been proven to lead to improvements for all learners and especially for disadvantaged students as well as developing understanding of the specific SEND needs of our students.

The value of good quality feedback

Feedback is information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. The EEF rates feedback as being high impact for low cost and should aim towards (and be capable of producing) improvement in students' learning. This strategy has relevance at Northfield School because our students can often 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 2019/2020 we will continue 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.

2. Student behaviour

Training in restorative practices

Restorative Practice *'is an effective approach to discipline that has the potential to transform behaviour by focusing on building and restoring relationships'* (Restorative Practice and Special Needs, Burnett and Thorsborne, 2015). Furthermore, a report published by the DfE gave whole-school restorative approaches the highest rating of effectiveness at preventing bullying, with a survey of schools showing 97% rated restorative approaches as effective. This year we will be working to embed restorative practice into the ethos and culture of the school with the aim of fostering a sense of social responsibility and shared accountability.

Bespoke pathways to encourage participation in education

There is a high percentage of persistent absenteeism at Northfield School with many students opting out of education. We recognise that not all young people are able to follow a school-based timetable all of the time therefore it is important that we offer opportunities for students to follow a different path; a path which retains a level of academic focus but which is more suitable for the need of the learner. This includes time spent at an alternative provider like TRAX or City of Oxford College. We also offer bespoke provision within school to encourage participation and this includes drumming, cooking and art sessions.

Targeted interventions to support regular attendance

If a student's attendance rate falls below 90% they are described as a 'persistent absentee' (PA) by the DfE and the County Attendance Team is notified of this automatically. In 2018/19 approximately 80% of our students had attendance below 90% and were therefore deemed to be PA. This is a significant concern as we recognise that regular attendance is extremely important and has a significant impact on learning and securing good outcomes including relevant qualifications. Erratic or low attendance is common amongst our disadvantaged students. Raising the attendance of all our students is a key priority for the school this academic year.

3. Targeted academic support

Phonics using the Sound Reading System

This year we will receive training for the Sound Reading System in order to introduce a phonics programme to support our students who have decoding needs. The Sound Reading System is a *'carefully constructed advanced "synthetic phonic" reading programme that teaches children how to read and teachers how to teach the complex English spelling code in simple, logical steps.'* (Sound Reading System website). We will train key members of staff who will be able to use their training to diagnose learners and understand where to start with the teaching. The Sound Reading System further meets the needs of our learners as it improves learner's spelling as well as their reading.



How Pupil Premium funds will be used to support activities

Strategy	Activities	Estimated cost
Continuing Professional Development (CPD) for teachers	In house CPD sessions on teaching and learning strategies plus guest speakers leading on approaches including active listening and attachment disorders.	£295
The value of good quality feedback	Year long focus on the value of good quality feedback led by a member of the extended leadership team; training and materials.	£200
Oral language interventions	Distribution of teaching assistants to classes where oral discussion needs to be carefully organised and managed; this could include 2 teaching assistants working with a class during communication lessons.	£3,000
Training in Restorative Practice	Training delivered by a recognised expert in Restorative Practice to all staff.	£5,000
Bespoke pathways to encourage participation in education	Partial cost of a Bespoke Pathways Key Worker who visits students on a bespoke pathway. Payment of the courses.	£6,000
Targeted interventions to support regular attendance	Deployment of a Bespoke Pathways Key Worker to collect students from home to support attendance. Payment of bus passes where relevant.	£3,000
Phonics using the Sound Reading System	Training in the Sound Reading System for key members of staff and key resources.	£3,000
Total:		£20,495

How the school will measure success

Key measures of success for the school's drive to diminish the difference will include;

- Attendance data; whole school as well as for individual students
- Reports from our 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
- Feedback from in-school CPD
- Monitoring of the Quality of Education which specifically examines differences between eligible and non-eligible students (including learning walks, book monitoring and formal lesson observations)
- Records of Annual Review reports (ROAR) will evidence progress towards student's outcomes on their EHCPs.