



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 which is 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

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 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

Many of our students find it difficult to organise themselves therefore it is more challenging for them to become independent learners. We currently do not have post-16 provision at the school therefore all our students must move to a different setting for their Key Stage 5 education and therefore lots of work in Key Stage 4 needs to be in developing students’ organisation and ability to look after themselves outside of school.

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 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 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 intervention in The Bridge	The Bridge staffing allow for small group or 1:1 interventions to run successfully	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 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. Our Records of Annual Review reports (ROAR) will evidence progress towards student's outcomes on their EHCPs.

Review of last year's aims and outcomes

Activity	Review of impact
Metacognition and self-regulation small group or 1:1 intervention in The Bridge	The Bridge was set up in January 2019 with a dedicated group of staff members. It has begun to meet its aim of offering small group and 1:1 intervention however progress has been slow due to many unexpected demands being placed on The Bridge staff who have often had to respond to situations around the school. The Bridge will continue to be invested in during 2019/20 with a renewed and extended team of dedicated staff.
Bespoke pathways to encourage participation in education for instance TRAX and OFD	Our bespoke pathways packages have been successful in encouraging our learners to engage in a form of education. All students who attended an Alternative Provision have maintained their places in 2019/20 and many gained externally accredited qualifications. At the end of the academic year, we reviewed each provision and adjusted our offer for 2019/20. By December 2019 we will have further quality assured each provision to ensure our students are being provided with a valuable experience when they are not on the school site.
Work experience and opportunities for those students who need support with preparing for adulthood and moving on to KS5	Our Bespoke Pathways Workers supported Year 11 students into relevant KS5 placements. For some students this involved attending open evenings and interviews to ensure they were confident and successful. All our Year 11s leavers are in education, employment or training. Our Work Experience placements were reviewed at the end of the academic year and all will be quality assured by December 2019.
Feedback to students about how they can improve their work in lessons	This remains a key priority and is a focus for CPD in 2019/20.
Explicit teaching of oral language skills (e.g. discussion-based learning in lessons, modelling of appropriate language in particular situations)	This strategy has been partially embedded in the curriculum however more focus is required in 2019/20 for this to be fully incorporated into the school's curriculum offer. Further work is required to fully understand the SLCN of the learners therefore assessments will be undertaken in 2019/20 so we can fully understand the profile of our learners.
Creation of a sense of community to encourage greater participation in school	Many external visitors have commented on the sense of community in the school and that students appear more engaged with each other and with their learning. Parental feedback via our parental questionnaire demonstrates a high level of satisfaction with the school. All our eligible students sat their end of KS4 externally accredited examinations appropriately and achieved qualifications which enabled them to follow their chosen pathways for KS5.