

# Northfield School Pupil Premium Plan 2017-18

Funding received this academic year will be **£33,343**

Proportion of learners in receipt of Pupil Premium is **49 % (students)**

<b>22 FSM</b>	<b>4 LAC</b>	<b>0 Services</b>
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Northfield School is a diverse and inclusive maintained 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.

## **Understanding and breaking down barriers to learning**

At Northfield we understand that challenging socio-economic circumstances can create additional barriers to success for our students. We need to ensure that all of the students get the education they need to make the necessary progress to prepare them for the next stage of their learning into adulthood and independence.

Research based evidence strongly suggests that the most effective way to improve outcomes for disadvantaged children is through excellent classroom teaching. Excellent classroom teaching can be achieved by all teachers through high quality professional development, sharing of outstanding practice and open and honest conversations about learning. All of our students deserve opportunities to enrich their lives through a wide range of experiences. We will ensure that when it is challenging for families to provide these opportunities at home, we will provide them at school.

Financial support is provided to Northfield each academic year specifically for students who qualify for the Pupil Premium Grant. We believe that outstanding educational outcomes for these students are best achieved through ensuring that outstanding teaching and learning is taking place across the school. In this way, all of our vulnerable learners are supported in achieving the best possible outcomes from their individual starting points.

Research and evidence about tackling educational disadvantage shows that identifying each students' individual barriers to learning is crucial. Our students all have individual Special Educational Needs and Northfield strives to understand each and every individual, how they learn and what barriers may prevent them from learning and making good progress. The following barriers to learning have been identified within our community:

- 1) students presenting with more complex and disabling conditions and permutations of SEN (Social Emotional Mental Health) that are unfamiliar to our teachers resulting in:
  - poor student engagement in school
  - inability to engage with the demands of the curriculum
  - low attendance
- 2) poor parental engagement with school
- 3) instability at home/housing issues
- 4) language deficit - both in vocabulary and manipulation of language
- 5) lack of meta-cognition strategies – skills which enable students to know how to learn
- 6) poor emotional wellbeing which can impact on the development of positive behaviours for learning
- 7) limited cultural enrichment opportunities
- 8) limited resources to support home learning

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**Many of our vulnerable students experience more than one of these barriers to learning**

## **Tackling barriers**

At Northfield we believe that the most effective way to overcome the barriers to learning that our students face is by building excellent relationships and providing consistently outstanding teaching. All of our teaching and learning strategies and additional therapies and interventions are underpinned by a strong evidence base.

## **Actions focused on learning in the curriculum**

These actions directly affect performance in the classroom:

- one-to-one tuition (TA £14.60ph)
- small-group teaching
- additional in-class support
- reduced class sizes
- teaching assistants
- provision of materials/equipment
- delivery of a combination of the Fisher Family Trust reading programme, Write Away and Accelerated Acceleratewrite programme (TA £14.60ph)
- delivery of numeracy intervention (TA £14.60ph)
- paying for ICT programmes and systems

## **Actions focused on social, emotional and behavioural issues**

These actions address barriers to learning:

- Behaviour support; e.g. Emotional Literacy sessions and restorative interventions
- Interventions from an educational psychologist (£500 per assessment)
- ASD talking group (TA £14.60ph)
- Therapeutic mentoring training Therapeutic Mentoring (TA £14.60ph)
- Therapeutic Mentoring Room
- Lego therapy
- 1:1 therapeutic support from music

## **Actions focused on enrichment beyond the curriculum**

These actions extend the learning offer beyond the curriculum and/or to provide a safe place between school and home:

- breakfast club (£1000)
- lifts home for vulnerable students

## **Alternative learning pathways and curricula**

This provides alternatives for pupils who are having difficulties with learning on site at the academy:

- Path Hills Outdoor Leadership Pathways <http://www.pathhill.com/>
- City of Oxford college (£1500 per placement per day) Catering / Construction / MVS
- Witney & Abingdon College (£1500 per placement per day) Animal Health care / Construction
- Trax (MVS / Bike Mechanics / Catering)
- 180 (Psychology Behaviour Support) <http://one-eighty.org.uk/>
- Hill End (Forest School)

Individual intervention 1:1	3 hrs per week per student	£10,000
College	7 students	£10,500
Breakfast / Free breaktime juice	Daily	£1,000
Therapeutic mentoring room	Set up	£8,000
Trauma training	2 staff	£2,000
1:1 music intervention	1 hour per week per student	£2,000

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