

INTERIM PP Plan 2018 - 2019 Northallerton School and Sixth Form College

Our PP Strategy is to overcome barriers to learning so that ALL students:

Attend - every day, barring serious illness;

Behave - in every lesson, as well as around school and in the community beyond;

Commit - to working hard and giving of their very best in all that we do

Successful learners: have strong parental engagement; are active in wider school life; have a sense of belonging; demonstrate good vocabulary use; enjoy wide social networks; are culturally rich; engage in a broad range of interests; know they can do well; have high self-esteem; have good attendance, don't mind others doing well; don't give up; are well-organised and display good social skills.

Our Pupil Premium plan is informed by the **Swindon Challenge**. Disadvantaged pupils and those with SEND are not homogenous, and many vulnerable pupils experience multiple barriers to learning. Some vulnerable pupils may not have any formal 'label'. Therefore, it is paramount that schools focus on equity and excellence for all, regardless of background, barrier to learning or prior attainment. The needs of individual students is key. A lot of the characteristics of less successful learners can be tackled through T&L. This Swindon Challenge Conference Report (<http://schoolsonline.swindon.gov.uk/hts/Pages/swindonchallenge.aspx>) recommends 10 key measures for schools to evaluate against. These measures are based on:

- Effective process, practice and the values in Swindon schools evident during visits and from wider documentation reviews.
- Evidence about how to improve outcomes for the most vulnerable learners nationally and internationally.
- Good practice from schools nationally

It is intended that NSSFC's Pupil Premium Strategy 2018/9 should test out signs these barriers to learning and this should feed into future planning. High quality teaching and learning and a positive culture for learning with high aspirations for all learners will improve outcomes for PP students and all learners.

NSSFC	Pupil Premium Strategy 2018 - 2019 – DRAFT WHAT?	HOW? ACTION	Success criteria	Evidenced in	By Oct 19	By Feb 19	By May 19	By Whom?
1) School Culture of Inclusion	<p><i>Ensure the school has a secure understanding of the barriers to learning of its vulnerable pupils. These include:</i></p> <ul style="list-style-type: none"> - <i>barriers presented by the pupils</i> - <i>within school barriers</i> - <i>community barriers</i> - <i>parents' perceptions of barriers</i> <p>Have the in-school barriers to learning been recognized? Do teachers and support staff know their pupils, their interests? Do they support pupils in achieving the highest of ambitions? What are the expectations of vulnerable pupils at the end of lessons, at the end of the day? How purposeful is learning in lower sets? What do pupils say about the relationships between adults and pupils? Is there any difference in what happens in the last 5 minutes of lessons of lower and higher sets?</p> <p>The most difficult students have access to the best teachers?</p> <p>Most vulnerable students feel that they are listened to and that they belong.</p>	<p>1a) Inclusion of Individuals to develop a positive sense of self: High expectations established for all PP students Confirm barriers to learning at community, school, parent and pupil level tested against Swindon model Visit local feeder schools to gain precise details of individual student barriers to learning. Use regular student and parent voice cycles to test out barriers to learning. Equip the form tutor to understand individual PP barriers to learning and what to do to overcome them. Provide mentoring programmes for those with identified need including access to Counselling and Growth mindset sessions Increase engagement with hard to reach parents by phoning before parents' evenings to invite them in and ensuring tutors quickly establish positive relationships with them.</p> <p>1b) Inclusion in lessons and school through meaningful relationships: Streamline the school's behaviour for learning system 'Aim Higher' to further develop a restorative and inclusive approach. House style is established Revisit the attendance policy to ensure that PP students receive first day absence phone call to the parent, followed up by HoY second day. Calendared behaviour and SP data points are analyzed effectively to inform practice. Analysis and strategic use of data sets to identify and monitor attendance (in school</p>	<p>Students have a sense of agency and a positive view of themselves as learners; they enjoy school, feel successful and feel that they belong. Barriers to learning are known and understood by staff. Departments have conducted PP audit and amended practices accordingly Primary transfer data about successful strategies for individuals is effectively used and incorporated to maintain a focus on learning with high expectations and positive relationships; students and staff are clear about the importance of House Style</p> <p>Where required PP students are receiving appropriate additional support and are clear about how to access this. Positive impact of mentoring e.g. fewer removals, more positive comments and behaviours. Numbers of students on the SEN register for SEMH decrease Increased % of PP parents attend parents' evenings. Parents report feeling supported and included; they are happy to attend parents' evening and positive about their child's education The language of Aim Higher is inclusive and positive</p> <p>Attendance of the disadvantaged will increase to at least 95% for all; Students come to school regularly and are positive about learning Numbers of PP students relocated and excluded are significantly reduced</p>	<p>Student focus groups and student questionnaires, pre and post teaching assessments of attitude to learning</p> <p>Departmental minutes</p> <p>Staff voice; student voice; rewards data; relocation data; Class Charts; parent data; coaching feedback. Registers – Class charts, student and parent voice, media coverage.</p> <p>groups of PP students SEND Register Parent questionnaires collected at each parents' evening. PP parents attending school events</p> <p>Attendance in school and attendance in lessons data</p>	*	*	*	<p>SBE / All staff</p> <p>CSM /RMI / SRO / CSM / SBE / HoY / Form tutors</p> <p>CSM / SBE / HoY / tutors</p> <p>PFA / VRH / SBE</p> <p>SBE / KTH</p> <p>SBE / RMI</p>

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	Behaviour management systems are based on evidence: Do they work? How do you know?	and in lessons), progress, exclusion and relocation data to identify groups of students and link to strategic priorities Create display which reflects and celebrates success in learning in subject areas and whole-school Inclusion in the wider community: Actively promote PP students being engaged in extra-curricular and enrichment activities to widen cultural experience Deliver assemblies and a Learning for Life course which inspire a sense of belonging, success, British values and understanding about the wider community and beyond.	Positive learning display Students attend and enjoy additional opportunities and experiences <i>Students understand the world, their place within it and they know what making a valuable contribution means and how to go about it.</i>	Learning Walks, Class Charts data, parental feedback SP Data Learning walks, Student voice focus groups and questionnaires, student feedback	*	*	*	SBE / RMI / CBR KTH SBE / RMI / GCA / TGR / CDR CSM GCA / TGR / SBE / RMI
2) High Quality Teaching and CPD	2a) It's not progress that makes the difference to an individual's future, it is the attainment that they achieve. 2b) Language and Literacy: Ensure that disadvantaged pupils have the language and vocabulary to access an academic curriculum and to be active participants. Are there clear strategies for teaching vocabulary eg	2a) Interventions are in place only after High Quality Teaching is secure through a graduated response to need in lessons. Curriculum models embed stretch and challenge; encouraging higher order thinking and enquiry models to engage learners and promote self-efficacy 2b) Embed literacy and language across the curriculum with a focus on expanding vocabulary (Tier 2 words) in all lessons. Ensure key subject vocabulary is being taught to those who need pre-teaching Develop a culture of confidence around oracy and literacy Monitor the students Reading and Spelling Ages with structured whole	Rigorous monitoring of the quality of teaching and learning Good quality planning for progress in place in all lessons Tier 2 words are taught each week in each subject to allow disadvantaged students to diminish the difference. Students speak in full sentences. Key subject vocabulary is pre-taught / peer taught in tutor time and in the LSB and tutorial time to enable disadvantaged learners – to become students are confident and feel enabled to tackle new concepts.	Learning walks and Lesson observations by Heads of Faculty and Link SLT / T+L co-ordinator/PM Evidenced in learning walks and students' written work Evidenced in student learning questionnaires and learning walks Student questionnaires and learning walks	*	*	*	RMI / JSH/ SRO all ATAs RMI / HoF / ST RMI

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	<p><i>pre-topic learning of vocabulary</i></p> <p>2c) Metacognition: Metacognition is part of excellent teaching and learning. It is the conscious application of learning strategies to enable pupils to overcome challenging tasks. It enables pupils to self-regulate and plan an approach to learning. Metacognition enables pupils to understand that learning does not happen by chance. Are pupils able to articulate and explain what happens in the lessons where they learn the most?</p> <p>2 d) It is critical that school leaders do not cherry pick research that avoids making difficult decisions. Avoid overly simplistic decision-making. Chances of impact improve by fully understanding research and the ‘active ingredients’ of effective implementation. Structural changes that do not lead to better relations between teachers and pupils have limited impact. What additional feedback is provided to vulnerable pupils as a result of</p>	<p>school testing at key points through key stage 3 and 4.</p> <p>Promote active use of the school’s provision maps in the VLT; monitor staff’s use of provision maps and Reading Ages in planning for progress documents.</p> <p>Explain to new staff and remind established staff how to access support to improve their provision for additional and different needs from experts in SEND -Referral process through targeted CPD</p> <p>2c) Ensure techniques: Key reflection questions, Walking, Talking Mock, Exam wrappers, graphic-organizers, reflection templates, Thinking Aloud are embedded. Embed the use of 9 key questions for reflection in the learning process in all subject areas. Encourage the active use of the Habits of Mind to reflect on learning and learning behaviours and set next step target. FOCUS on 4 – Persistence, Striving for Accuracy, Listening with Empathy and Understanding, Thinking Flexibly. Ensure the EEF Toolkit is in use by faculties to inform decision making</p> <p>Action Research cycles are the basis of the T+L group’s focus. Publish ‘Best Evidence in Brief’ Institute for effective Education to all staff as part of the Learning Link of the Week. Publicize this and involve staff in sharing their research reading. Use learning walk cycles and DPP / process to target specific CPD need</p>	<p>All students are engaged in learning within their ZPD; learning is suitably challenging. Reading ages and vocabulary use show sustained improvement</p> <p>Students can articulate their learning and set meaningful SMART targets; they know what they need to do next and they can use a variety of techniques to reflect on their own learning and critique the learning of others.</p> <p>The Language of the Habits of Mind is established in lesson planning, assemblies, questioning, assessment, evaluation, monitoring, reporting and reflection. Students are using the language of Habits of Mind confidently as part of SAIL, Learning for Life (PSHCE) and in subject areas to evaluate their learning and to formulate goals and targets</p> <p>The learning link of the week and Additional CPD is relevant to the school’s priorities and quality research is used as the basis to inform decision making to achieve the school’s targets.</p>	<p>Monitored in learning walks, by talking to PP students and their parents.</p> <p>Learning Walks, student focus groups re understanding of learning</p> <p>Parental feedback at parents’ evenings</p> <p>Student feedback</p> <p>Student feedback</p> <p>Staff feedback</p> <p>Learning walks</p> <p>Student feedback</p> <p>SLT minutes</p>	<p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p>	<p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p>	<p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p>	<p>RMI / SBE / SLT</p> <p>RMI / HoF / ACO</p> <p>RMI / SBE / ACO / all staff</p> <p>ACO / Y7 Staff</p> <p>And base coaches</p> <p>RMI / All staff</p> <p>SLT</p> <p>SLT / all staff</p>

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	<i>smaller class sizes? Impact? Ensure Professional development which is sufficiently targeted at the needs of vulnerable pupils and the gaps in their learning.</i>	Re-run CPD sessions in a cyclical format to ensure staff have access when needs are identified	Staff are engaged in Action Research cycles based on their own learning from research evidence.	Staff feedback Learning walks Student feedback	*	*	*	
3) Curriculum and Student Outcomes	<p>Students have access to a knowledge-rich, language-rich curriculum. Learning is challenging so that vulnerable students can catch up. Ensure that support networks are in place to help PP students to maintain high aspirations. Help PP students to secure their understanding of how to achieve their aspirations.</p> <p>A successful education is more than a good progress 8 score. Avoid myths such as ‘vulnerable pupils have low aspiration’. Evidence suggests this may be inaccurate.</p> <p>Is the evidence on how to impact on pupil aspirations and expectations understood?</p>	<p>3a) Curriculum is enriched by high levels of stretch and challenge which are integral in its delivery Planned alternative routes for those students on the Blue route for GCSE - Ensure that those who are engaged in an alternative curriculum are not losing out on qualifications – alternative provisions support high expectations Evaluate the success of the identification of 2/3 learners strategy - based on results in 2018 for Y11</p> <p>3b) Alternative curriculum provisions are planned to meet the best interests of the students. Challenge is embedded in all aspects of delivery</p> <p>3c) Secure effective interventions using the EEF research: Fresh Start, AR, Maths mastery.</p> <p>3d) Baseline testing is established for Y7; pre and post testing is an effective measure of impact</p> <p>3e) Encourage students into homework club so that they can receive support with homework completion (3.15-4.15pm on Mondays, Tuesdays and Thursdays - LSB)</p> <p>3f) Careers provision is regular, effective and ongoing.</p>	<p>Students can: Successfully complete chosen pathway, completing all courses taken All students, including PP engage with their learning All students develop literacy and numeracy skills, equipping them for progression through adult life Raising of student Progress 8 score to a positive value</p> <p>Students are: Confident and happy in their learning Parents understand their students chosen pathways and support their children in to achieve, reinforcing high expectations of them</p> <p>Reading Age Analysis shows all PP students are reading in line or above their chronological age. Iterative analysis of data shows that the right interventions are in place to ensure reading ages at least match chronological ages for PP students. Data on Classcharts reveals that PP students are completing homework set and meeting deadlines. PP Students’ attitude towards their learning reveals a well-developed Growth Mindset. Qualitative data collected reveals that parent voice about barriers is well matched</p>	<p>Student and parent voice activities</p> <p>SP Data</p> <p>Progress 8 data</p> <p>Student Voice</p> <p>RA / SA testing cycles</p> <p>Classcharts data Parent feedback</p> <p>Student questionnaires</p>	*	*	*	<p>VRA / PFA</p> <p>English / maths/ LSB staff / RMI</p> <p>All staff RTY</p> <p>RMI</p> <p>SBE / RMI</p> <p>CSM / DWI</p> <p>KBO / SBE / CSM / RMI</p>

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		3g) SAIL curriculum is embedded for Y7 3h) Learning for Life programme provides effective PSHCE provision for students	by the PP plan which is addressing these barriers to learning. PP students have a clear vision of their next steps towards a chosen career destination. Students on the mentoring programme feel supported and can articulate their learning targets and next steps.	Student focus groups and feedback via questionnaires	* *	* *	* *	CDR / SBE / RMI + key identified staff / all tutors

PUPIL PREMIUM

Academic Year	18/19	18/19
Estimated	Income	Expenditure
	£ 182,421	
Salaries		£142,000
40-60% contribution to the salary costs of the following roles:		
Attendance Officer		
Behaviour and Standards		
Counselor		
HLTA PP Interventions – English (part funded by Y7 Catch Up)		
ATA PP Interventions – Maths (part funded by Y7 Catch Up)		
Alternative Curriculum Lead		
LSB Manager		
PP Lead		
Other Expenditure		£40,000
Resources (including Revision guides, art kits)		1600
IT Equipment		500
Uniform Vouchers		300
External Provision / Alternative Curriculum (% of cost of Evolve - 4000, Sunbeck PRS – 2500 and Middlesbrough Football Academy - 8000)		14500
Jet Programme		1000
Additional Support for Trips, music lessons		1600
PET-XI / Y11 Revision Sessions		10000
Accelerated Reader – 75% of cost		2500
Catch Up Maths Intervention		4000
Catch Up Literacy Intervention / Fresh Start		4000
	£40,000	