

Pupil Premium Strategy Statement

2021-2022

School overview

Metric	Data
School name	Mayfield School
Pupils in school	193
Proportion of disadvantaged pupils	35.75%
Pupil premium allocation this academic year	£83,445
Academic year or years covered by statement	2021 to 2022
Publish date	December 2021
Review date	December 2022
Statement authorised by	S Kidd
Pupil premium lead	C Westnedge
Governor lead	J Sunter

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Social opportunities
- Readiness to learn

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop sensory regulation and communication skills to ensure they reach their full potential and live as

independent life as possible. We ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Because of the need to react individually and swiftly to the vastly differing needs of our pupils, we have chosen to write a one year strategy.

Barriers to success for disadvantaged pupils

Outcomes and progress can be significantly related to the pupil's readiness to learn. The school needs to continue to identify these barriers and enable strategies for pupils to reach their potential.

PP pupils may not always have the tools they need to communicate effectively

Attendance of pupils who are absent due to ill health or medical needs.

The school will continue to work collaboratively with multi agencies to allow ways to attend school or educate from home.

Mayfield School will continue to ensure that the curriculum is appropriate to the individual needs of PP pupils. This will allow them to flourish in an adapted curriculum taught to a high standard by specialist staff.

Strategy aims for disadvantaged pupils

Academic achievement

Aim	Evidence of impact	Target date
<p>To provide a diverse curriculum that caters to the learning styles of all pupils with varying abilities.</p> <p>To ensure that the Curriculum, based on the Equals Curriculum, is split into 3 learning strands, is appropriate to pupils needs.</p> <p>To ensure that beyond KS3 ASDAN qualifications are taught, where appropriate, alongside Ascentis Maths and English.</p>	<p>PP Pupils will make at least good individual progress in line with their assessment on classroom monitor or via qualifications.</p>	<p>July 2022</p>
<p>To improve the literacy skills of PP pupils including writing, reading and comprehension.</p>	<p>90% Pupils will reach individual goals related to literacy or sensory learning related to literacy.</p>	<p>July 2022</p>
<p>To promote a love of reading and improve reading skills for PP pupils</p>	<p>90% of all PP pupils make good progress in reading appropriate to their learning needs.</p>	<p>July 2022</p>
<p>To ensure that phonics is taught well and consistently across the lower school</p>	<p>PP pupils will access high quality synthetic phonics.</p> <p>Read, Write Inc is taught effectively and consistently.</p>	<p>July 2022</p>

Strategy aims for disadvantaged pupils –

Wider outcomes

Aim	Evidence of impact	Target date
<p>To ensure PP pupils are ready to learn in a variety of ways:</p> <p>Breakfast provided</p> <p>Regulation equipment purchased and used effectively.</p> <p>Sensory OT, bereavement therapist and play therapist commissioned to advise and work with specific pupils</p>	<p>Fewer behaviour incidents recorded for these students</p> <p>Pupils make at least good progress academically</p> <p>PP pupils are happier and relaxed in the classroom and school.</p> <p>PP pupils are ready to learn.</p>	<p>July 2022</p>
<p>All pre-verbal PP pupils have the tools to communicate effectively by high or low tech. This includes use of eye gaze, P2go and PECS, Makaton and objects of reference.</p> <p>All staff attend in house training and specific staff complete external training.</p> <p>Mayfield School will provide resources, time and expertise to progress a robust communication system.</p>	<p>Pupils can communicate their needs and wants effectively.</p> <p>Pupils can pass comments and make opinions on a range of subjects.</p> <p>Pupils can access their learning in greater depth and assessment is reliable in what they understand and retain.</p>	<p>July 2022</p>
<p>To improve attendance and behaviour of pupils</p> <p>To ensure all school staff directly working with pupils are Team Teach trained</p> <p>To provide outreach work for students who are unable to access school due to medical reasons.</p>	<p>Fewer behaviour incidents recorded for these students</p> <p>Robust and supportive behavioural intervention plans to be in place for these students with pupils accessing learning readily</p> <p>Overall attendance for students eligible for PP to improve to the school target of 92%</p>	<p>July 2022</p>

<p>To be a visible part of the community, visiting local shops and attractions to enhance the curriculum.</p> <p>Forest and beach schools are used on a regular basis by identified classes.</p> <p>Farm experience and DofE is accessed by sixth form students</p> <p>Work experience opportunities for ALL students in sixth form.</p> <p>In school activities including theatre performances, animal encounters and den building.</p>	<p>All pupils able to share their experiences and develop social skills that will stay with them for life and prepare them for Adulthood</p> <p>Students transfer skill sets to a range of environments and develop problem solving skills.</p> <p>Sixth form students experience 'hands on' work experience in a variety of locations</p> <p>100% secure their first choice of post Mayfield placement</p> <p>All students experience curriculum enrichment activities throughout the school year.</p>	<p>July 2022</p>
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Teaching priorities for current academic year

Measure	Activity
Priority 1	Literacy interventions across the school for all disadvantaged pupils including literacy in life skills.
Priority 2	To introduce 'Read,Write,Inc' and ensure it is taught consistently to develop reading skills.
Barriers to learning these priorities address	To ensure pupils are supported in their literacy journey with consistency across school.
Projected spending	£33,000

Wider strategies for current academic year

Measure	Activity
Priority 1	To ensure pupils are regulated and ready to learn
Priority 2	To ensure all PP pupils have a robust system with which to communicate.
Barriers to learning these priorities address	Ensuring pupils have the tools and skills they need to learn effectively and to the best of their ability.
Projected spending	£50,445

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring enough time is given to allow for staff professional development.</p> <p>To include observation of good practice and observation by ST and peers</p>	Use of INSET days and additional cover being provided by senior leaders
Targeted support	Ensuring enough time for teachers to support smaller groups and differentiate work.	Teachers given weekly PPA time.
Wider strategies	<p>Time given in timetable to allow preparation for learning by regulation activities.</p> <p>Individual time given if needed.</p>	<p>Timetable will reflect activities. Teachers supported by Teaching Assistants.</p> <p>Teaching Assistants to allow 1:1 support if needed.</p>

Review: last year's aims and outcomes

Aim	Outcome
<p>Pupils entitled to pupil premium will continue to make expected and better than expected progress and increased attainment</p>	<p>These figures do not include EYFS or KS5</p> <p>26% have made expected progress Maths. 35% have made better than expected progress in Maths.</p> <p>33% have made expected progress English. 26% have made better than expected progress English.</p>
<p>Pupils mental health and well being is prioritised and their needs fully met</p>	<p>44% of PP pupils accessed play therapy, bereavement therapy, thrive or sensory OT support.</p>
<p>Individual communication programmes are put into place for specific pupils to be able to communicate fully and better access all aspects of the wider curriculum</p>	<p>48% of pupils have their own communication aids and are assessed regularly by communication lead and team. 100% of those who need them have access to them.</p> <p>Program of progression has been put in place.</p>
<p>Individual swimming programmes and aquatic therapy is in place for specific pupils to allow pupils to develop confidence, physical development and coordination.</p>	<p>100% of pupils have weekly access to hydrotherapy pool developing skills in Halliwick or national swim levels.</p> <p>Some older students access of site at St Bees.</p>
<p>A range of therapists are in place to meet the developmental and mental health needs of pupils.</p>	<p>44% of PP pupils accessed play therapy, bereavement therapy, thrive or sensory OT support. 100% of those who needed additional support were able to access it</p>

Pupils are able to attend a broad range of educational visits to prepare them for adulthood and independence as well as allowing them to access the wider curriculum.	98.7% of pupils access enrichment opportunities and out of school on a regular basis.
Pupils cultural horizons are broadened via Theatre Group Performances	98.7% of pupils accessed online productions this year due to COVID. This included collaboration with other special schools and school online performances.
Pupils develop musicality and access to the wider curriculum areas and arts education	9% access art therapy once a week. 55% access specialist music teacher twice a week
Parents are better equipped to support their child's learning and development	<p>Mayfield Minis pre-school group runs once a week focusing on child development and support group for parents. This is organised in collaboration with speech and language therapists.</p> <p>Communication training provided for all parents of those pupils with an aid.</p> <p>Regular dojo messages and communication with parents.</p> <p>Facebook site set up with 1.2k followers to celebrate achievements and communicate with parents and the wider community.</p>