

Pupil Premium Strategy Statement – Mayfield School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	216
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers	2022/2023
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	<i>S Kidd</i>
Pupil premium lead	<i>C Westnedge</i>
Governor / Trustee lead	<i>J Sunter</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,555
Recovery premium funding allocation this academic year	£9,570
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£112, 125

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. All pupils are entitled to equal opportunities to be the very best they can be.

Our pupils are very complex, provision needs to be chosen carefully in order to allow the very best chance of tackling the barriers that may prevent progress whilst being mindful of our wider aims to achieve the very best life chances for our young people.

Our pupils face some of the greatest challenges – all have severe learning difficulties and complex learning needs. In addition these are further compacted by physical and cognitive disabilities, communication difficulties and do many, sensory processing difficulties.

Geographically, many are subject to geographical isolation and, as a result of COVID, many from increased social isolation. Many families may have parents and carers with complex social needs of their own. At the heart of our approach is high-quality teaching focussed on areas where disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Our strategy is focused on the needs of disadvantaged pupils but is multi-faceted. Some provisions and interventions will benefit cohorts of pupils, others are far more individualised.

A main focus is supporting pupil's communication needs and unlocking their readiness to learn. Also intrinsic is supporting those pupils hindered by poor health and those who struggle with sensory processing.

Understanding our pupil's complex and interlocking needs that's are not as simple as an academic intervention is a challenge The strategy invest heavily in high quality teaching and learning and is underpinned by relevant research.

We will also provide disadvantaged pupils with the support to develop as independent a life as possible and with the necessary social skills to ensure that high-quality careers guidance and further education guidance is available to all.

Our strategy is integral to wider school plans for education recovery following the COVID-19 pandemic, notably through engagement with the National Tutoring.

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.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Observation and experience has shown that the ability to communicate effectively is key to unlocking readiness to learn
2	Sensory processing issues and high levels of anxiety can increase negative behaviours which, in turn, become a barrier to learning.
3	Through observation and discussion with parents and carers, ill health and a delay in access to wider disciplinary teams negatively affects attendance and learning within school
4	Through observation and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
5	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to allow them to access travel etc. independently.
6	Functional and application skills in core literacy and numeracy are improved and access to a bespoke curriculum is improved.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Improved communication for disadvantaged pupils.	<p>All pupils' communication needs are discussed and understood and targeted.</p> <p>All class staff will work alongside a communication specialist team</p> <p>All staff will have the necessary training and coaching to allow them to effectively meet the communication needs of pupils.</p>

<p>2. Negative sensory processing and levels of anxiety will decrease</p>	<p>Regular training is offered by the sensory OT to staff and families.</p> <p>Behaviour incidents related to sensory processing decreases</p>
<p>3. Attendance levels improve for most pupils.</p> <p>For pupils whose health is an issue, increased bespoke remote support continues and increases</p>	<p>Attendance meetings are held termly</p> <p>Regular contact between school staff, school health staff and wider health professionals continue</p> <p>Regular meetings with the LA Access and Inclusion Officer continue.</p>
<p>4. Wider opportunities for cultural capital continue to be introduced.</p>	<p>All pupils have access to the school's music teacher</p> <p>Pupils have the opportunity to take part in theatrical and musical festivals / trips</p> <p>Pupils have the opportunity to meet artists</p> <p>Pupils have the opportunity to work with pupils from other schools / organisations</p>
<p>5. All pupils follow adaptive curriculum pathways which are flexible to need</p> <p>Functional skills in literacy, numeracy and communication increase.</p>	<p>Pupils in receipt of pupil premium continue to make at least good progress in year and across time (where cognitively able)</p> <p>Curriculums are reviewed termly to ensure they match pupils need.</p>
<p>6. Disadvantaged pupils are prepared for career progression and / or FE opportunities through mentoring, work experience and opportunity.</p>	<p>All pupils from Year 6 upwards have access to a structured careers programme</p> <p>All pupil take part in World of Work days</p> <p>Older pupils and their families access careers fairs / independence fairs...</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£34,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular training in phonics and reading is available to all staff – whole staff training for Read, Write Inc.	<p>Read write Inc. has been shown to have a significant impact on pupils phonics. The program will target those using phonics and those working towards phonic use</p> <p>There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes: What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)</p>	1 and 5
CPD for teaching staff on communication aids take place regularly.	<p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication. What works database (ican.org.uk)</p>	1
Staff to work alongside a communication specialist as model of delivery for teaching pupils in the classroom	<p>Education Endowment Foundation research supports our professional judgement that high quality CPD will enable teachers to target barriers to learning</p>	1, 2 and 5
Provide Coaching for teachers to remove barriers linked to sensory processing, behaviour and communication	<p>Education Endowment Foundation research supports our professional judgement that high quality CPD will enable teachers to target barriers to learning</p> <p>Analysis of these areas has shown them to be significant areas of dynamic change for pupils</p>	1,2,3,4,5,6

Provide CPD for all teaching staff around sensory processing	Education Endowment Foundation research supports our professional judgement that high quality CPD will enable teachers to target barriers to learning NAS highlight the importance of sensory processing for young people with ASC School has data showing the effectiveness of sensory	2
Staff take place in research led activities such as STEM, The Well, World of Work days.	Education Endowment Foundation research supports our professional judgement that high quality CPD will enable teachers to target barriers to learning	6

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£28,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional hours for ICT technician to help some of our disadvantaged cohort who need further support in using technology.	For pupils with SEND, technology can be a useful tool to support teaching. This training will also support pupils' literacy skills, and help to deliver the curriculum: Using Digital Technology to Improve Learning EEF educationendowmentfoundation.org.uk	1 and 5
Individual numeracy and literacy interventions for pupils supported by 1:1 specialist teachers	Pupil's complex learning needs mean that highly individual programs are needed for specific interventions. 'Off the shelf' purchased interventions provide only generic solutions, using a specifically trained teacher allows for this intervention to better targeted	5
To employ 3 communication specialists (Symbol exchange, Makaton, AAC, social use of language) , to target pupils specific communication difficulties	Education Endowment Fund highlights that interventions will only be effective if interventions are specific and targeted. All pupils that attend have communication difficulties, using a specialist teaching team will address these needs, additionally this teaching will take place alongside class staff enabling coaching staff to deliver these interventions in the classroom, the importance	1 and 5

	of this process is highlighted by the education endowment fund	
To employ a music teacher and liaise with a music project in conjunction with Jessie's Fund Charity to enable music to be used effectively in all classes for wellbeing and early communication developing.	Research has shown the importance of music in supporting mental health, from classroom observations in school it also acts as a vehicle for early communication development	4, 5
Use of Read write Inc. to target phonic reading	Read write Inc. has been shown to have a significant impact on pupils phonics. The program will target those using phonics and those working towards phonic use	1 and 5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£49625**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide communication training for pupils families	Education Endowment highlight the importance of parental engagement in their child's learning - link this will only be possible if they have the tools to do so	1, 2, 3, 4 and 5
To provide sensory regulation advice Continue to provide support from bereavement counsellor, play therapists.	School reviews of pupil needs has shown that specific pieces of equipment are needed to support pupils changing sensory needs, identifying the best piece of equipment has in past been a barrier to rapid support. This equipment is needed in the home and School	2
To provide release time for school specialists to observe, assess and provide strategies for pupils that are <i>at risk</i> of falling behind	The Education Endowment fund points to the importance of understanding assessment in understanding vulnerable group's needs, ensuring assessment is accurate for vulnerable groups will ensure strategies are acute and focussed.	1,2, 3 and 5
To provide weekly specific parental	Education Endowment highlight the importance of parental engagement in their child's learning	1,2,3,4,5,6

engagement sessions in school for all parents	- link this will only be possible if they have the tools to do so. Our research is over the past 2 years parental time physically in school has severely reduced	
To provide weekly Thrive sessions for targeted pupils.	Thrive studies show that pupils make gains in their mental health and resilience Research behind Thrive The Thrive Approach	2 and 3
To provide sessions based on Beach Schools and for older pupils Duke of Edinburgh Awards.	Research shows that cultural capital is increased and anxieties decreased Beach School – Therapeutic and Educational Benefits – Nurture for the Future (wordpress.com)	2, 4 and 5

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced sensory regulation equipment for PP learners with enhanced sensory needs, including autism. We will also fund staff training.	We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.	2, 5
Individualised support, working with parents and carers to develop effective home learning environments and increased self-expression.	The NSPCC recommends parents and carers work with children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions: Supporting children with special educational needs and disabilities NSPCC	3, 4
Public transport training for pupils Involves CPD and release time for staff members.	Independent Travel Training is likely to enhance pupils' social and employment opportunities: Department for Education (publishing.service.gov.uk)	5 and 6

Total budgeted cost: £112, 125

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In 2021, 22 all pupils had access to a bespoke and adaptive curriculum which provided challenge and support for their own needs

98.5% PP pupils had access to books and sensory stories

100% parents actively engaged in pupils learning at parents evening and on daily basis and at Annual Reviews

67% parents attended various support groups / training for parents and carers.

100% of primary pupils used Read, Write Inc.

71% PP pupils accessed breakfast and snacks daily within school

40% PP pupils accessed regulation activities daily

26% PP pupils access specialist therapies

55% PP pupils have individual communication aids

86% staff attended AAC training

100% staff have team teach and moving and handling training

Fewer behaviour incidents were recorded if C Poms

Older pupils accessed work experience in school and outside of school

A careers fair was held and 56% parents and carers attended

All PP pupils access enrichment such as Jessie's Fund, Sunbeams Trust, in school festival. MM and theatre production.

Further information

Planning, implementation and evaluation

In planning our new pupil premium strategy, we evaluated previous activities and their relative merits and impact.

We used the EEF's families of schools database to look at evidence informed approaches.

We liaised with other special schools both within and outside of Cumbria.

We also looked at a number of studies about the impact of the pandemic on disadvantaged learners. The pandemic has also given us deeper insights into family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with parents/guardians as a result.