

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	258
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers	2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	June 2025
Statement authorised by	<i>S McCabe</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	£128,890
Total budget for this academic year	£128,890

Part A: Pupil premium strategy plan

Statement of intent

Our Aim

Our goal is to use Pupil Premium funding to achieve and sustain positive outcomes for our disadvantaged pupils. We are committed to ensuring that every pupil is entitled to equal opportunities to achieve their full potential.

Our Pupils' Needs

Our pupils face some of the most significant challenges, including:

- Severe learning difficulties and complex learning needs.
- Physical and cognitive disabilities.
- Communication difficulties.
- Sensory processing challenges.

Additionally, many of our pupils' families may face complex social circumstances that require a sensitive and holistic approach.

Our Approach

At the heart of our strategy is:

- **High-quality teaching** that focuses on areas where disadvantaged pupils need the most support.
- **Targeted interventions** informed by robust diagnostic assessments.
- A commitment to enabling pupils to access a **broad and balanced curriculum** tailored to their needs.

We recognise that our pupils' needs are multifaceted, often requiring more than traditional academic interventions. To address this, our strategy emphasizes:

- Supporting **communication development** to unlock readiness to learn.
- Addressing health-related barriers and sensory processing difficulties.
- Developing independence and social skills to prepare pupils for adulthood.

Key Focus Areas

1. **Communication Support**
 - Enhancing pupils' ability to express themselves and interact effectively, which is fundamental to their learning and social development.
2. **Health and Well-being**
 - Providing support to pupils hindered by poor health and sensory challenges, ensuring they are ready to engage and thrive.
3. **Individualized Interventions**
 - Tailored provisions based on the unique strengths and needs of each pupil, using both formal and informal assessments to guide our approach.
4. **Independence and Life Skills**

- Equipping pupils with the skills and confidence needed for greater independence, alongside high-quality careers and further education guidance.
- 5. Evidence-Based Strategies**
- Investing in teaching and learning approaches backed by relevant research to ensure the most effective outcomes.

Our Commitment

Our strategy is driven by the understanding that every pupil's journey is unique. By focusing on individual strengths and challenges, we aim to provide the skills, experiences, and support necessary to prepare each pupil for adulthood. Our overarching goal is to give all pupils the opportunity to achieve their very best and lead fulfilling, independent lives.

Challenges

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

Challenge number	Detail of challenge
1	Observation and assessment shows that those that do not have an effective source of communication make less progress academically and socially.
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, 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	That some pupils with additional needs, require their learning to show purpose and link to practical ideas.

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. Through introducing various forms of AAC that are monitored and progressed.	<p>All pupils will receive an assessed form of AAC if pre verbal or an emergent speaker.</p> <p>All pupils' communication needs are discussed and understood and targeted.</p> <p>All staff will have the necessary training and coaching to allow them to effectively meet the communication needs of pupils.</p> <p>Communication lead will work effectively with Speech and Language Therapists.</p>

<p>2. Pupils will regulate themselves with increasing independence, reducing anxiety and challenging behaviours.</p>	<p>The sensory OT will work with school twice a month and support identified pupils and their families offering guidance.</p> <p>Sensory OT will recommend equipment to support pupils.</p> <p>Pupils will have access to regulation equipment that will help them access learning such as fidget toys, chewys, seating etc.</p>
<p>3. Attendance levels improve for most pupils.</p> <p>School attendance officer will work closely with families to support those that are reluctant to attend school.</p> <p>Pupils with medical needs are supported to attend school with support from nurse onsite.</p>	<p>Attendance meetings are held termly where needed. Work alongside Cumberland access and inclusion officer Laura Holliday.</p> <p>School will continue to work with multi agencies to support school refusers and offer additional support.</p> <p>Regular contact between school staff, school health staff and wider health professionals continue to offer high quality care to pupils.</p>
<p>4. Wider opportunities for cultural capital continue to be introduced.</p>	<p>All pupils have access to the school's music teacher and external opportunities.</p> <p>Pupils have the opportunity to take part in theatrical and musical festivals / trips</p> <p>Pupils have the opportunity to meet artists and visit exhibitions</p>

<p>5. All pupils follow adaptive curriculum pathways which are flexible to meet the needs of individuals and develop holistic learning.</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, whether this be maintaining or gaining skills as appropriate.</p> <p>Curriculum lead will work closely with pathway leads, area leads and ensure pupils are on an appropriate pathway and small steps are in place to aid learning and progress.</p> <p>Pupils will have opportunity to use learned skills in the wider community.</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 program.</p> <p>All pupil take part in World of Work days</p> <p>Older pupils and their families access careers fairs / independence fairs.</p> <p>A dedicated staff team specialise in careers and embed this throughout the school.</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: **£45,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>AAC devices provided. CPD for teaching staff on communication aids take place regularly.</p>	<p>Individual communication plans are in place to support pupils and staff. Communication small steps are available to guide progress and regularly assessed. Regular training has shown progress and consistency for pupils, upskilling staff in the development of AAC devices and unlocking potential. Regular meetings and training with RCAS and Speech and Language Therapists.</p>	<p>1</p>
<p>Staff to work alongside a Speech and Language Therapist and Communication Lead to ensure good practice is embedded in using AAC.</p>	<p>Research by Communication Matters shows that consistency and a high level of training is vital in embedding a positive culture of AAC in school.</p>	<p>1, 2 and 5</p>
<p>Staff will engage in coaching from the sensory OT in ways to regulate pupils and offer suitable activities and equipment.</p>	<p>Sensory OT is employed once fortnightly to provide advice on individual strategies, advise on equipment, write plans and reports and provide staff guidance and training. Analysis of these areas has shown them to be significant areas of dynamic change for pupils in managing themselves and being ready to learn.</p>	<p>1,2,3,4,5,6</p>
<p>Provide CPD for all teaching staff around sensory processing</p>	<p>Staff will be confident in problem solving ways in which pupils need to regulate, they will hold the relevant tools to meet each pupils needs and overcome the barriers to function efficiently and access learning.</p>	<p>2</p>

Staff continue their development in specific areas to support pupils learning and additional needs.	A number of teachers complete NPQ's in various areas including behaviour and culture, SEND and middle management. INSET training provides valuable input to the curriculum and wider areas of SEND. All staff have a basic CPD package including, safeguarding, health and safety, risk assessments, communication, curriculum pathways and medical training.	1,2,6
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils to have access to 1:1 support or small groups with teaching staff.	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
Communication will held high priority and this will be embedded into the curriculum and school day. Pupils will access individual sessions as and when needed to support progression or embed skill.	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 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
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£13,890**

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 and equipment. 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 focused.	1,2, 3 and 5
To provide weekly Thrive sessions for targeted pupils and train more staff in this approach to increase the team.	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
To provide breakfast for every pupil	Research shows that pupils who have Breakfast are able to learn and concentrate more effectively than those that do not. We have joined the National School Breakfast Scheme.	1,3 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. Staff to work with sensory OT to develop skills in regulation and use it to prevent anxiety or being overwhelmed.	We have observed that sensory equipment and resources such as those that meet proprioceptive, vestibular and deep pressure can be effective at regulating pupils.	2, 5
Individualised support, working with parents and carers to overcome barriers to school attendance.	Parents of pupils with complex needs require trust in the school. This is developed through building relationships, working with multi agencies, providing care plans and good communication. This input has shown to improve attendance of pupils, especially with high medical needs.	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: £128,890

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In 2023-24 all pupils had access to a bespoke and adaptive curriculum which provided challenge and support for their own needs

100% PP pupils had access to books and sensory stories and the school library was developed to enhance this provision.

33% of staff attended training regarding sensory stories.

90% parents actively engaged in pupils learning at parents evening and on daily basis and at Annual Reviews

60% parents attended various support groups / training for parents and carers.

100% of primary pupils used Read, Write Inc that is adapted.

90% PP pupils accessed breakfast and snacks daily within school (other 10% are nil by mouth)

90% PP pupils accessed regulation activities daily

2% PP pupils access bereavement therapy

72% PP pupils have individual communication aids

86% staff attended AAC training

80% staff have team teach and moving and handling training

100% pupils have access to specialist music teacher.

100% pupils accessed live music and performances.

100% have access to regulation equipment and 62% have individual equipment.

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.