

Pupil Premium Strategy Statement

2021-2022

School overview

| Metric | Data |
|---|-----------------|
| School name | Mayfield School |
| Pupils in school | 193 |
| Proportion of disadvantaged pupils | 40.2% |
| Pupil premium allocation this academic year | £95,380 |
| 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 |

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 (e.g. independence)

| 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> |

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| <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> |
|--|---|------------------|

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 | £62,380 |

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>36% have made expected progress Maths. 45% have made better than expected progress in Maths.</p> <p>43% 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>4</p> <p>8% 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>44% of PP pupils accessed play therapy, bereavement therapy, thrive or sensory</p> |

| | |
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| <p>A range of therapists are in place to meet the developmental and mental health needs of pupils.</p> | <p>OT support. 100% of those who needed additional support were able to access it</p> |
| <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.</p> | <p>98.7% of pupils access enrichment opportunities and out of school on a regular basis.</p> |
| <p>Pupils cultural horizons are broadened via Theatre Group Performances</p> | <p>98.7% of pupils access online productions this year due to COVID. This included collaboration with other special schools and school online performances.</p> |
| <p>Pupils develop musicality and access to the wider curriculum areas and arts education</p> | <p>9% access art therapy once a week. 55% specialist music teacher visits twice a week working with PP pupils.</p> |
| <p>Parents are better equipped to support their child's learning and development</p> | <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> |