



Pupil Premium Strategy Statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

SCHOOL OVERVIEW	
PUPIL PREMIUM STRATEGY STATEMENT	
School Name	Mayfield School
Number of pupils in school	118
Proportion (%) of pupil premium eligible students	39
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 – 2024/25
Date this statement was published	September 2023
Date on which this statement will be reviewed	July 2024
Statement authorised by	G. Robinson
Pupil Premium lead	K. Dewsnapp
Governor/Trustee lead	G. Robinson

FUNDING OVERVIEW	
Detail	Amount
Pupil premium funding allocation this academic year	£119,750
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£13,000
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£132,750

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1. Part A: Pupil premium strategy plan

1.1 Statement of intent

- To address our 'one size fits one' approach to individualised provision based on key areas of need as identified in pupils EHCP'S
- To offer all pupils a legacy of lifelong learning to take active role in local and wider community
- To provide all pupils with access to fair and equal opportunities to achieve and excel in all areas of the curriculum, with specific emphasis on communication and personal, social emotional physical and mental health development;
- Using and applying the most effective pedagogy, strategies and evidence based interventions
- To enhance learning in targeted areas linked to pupils EHCP's
- To work in partnership with families and pupils eligible for pupil premium, to plan, monitor and evaluate support and intervention in order to secure individual progress and achievement.
- To work in partnership with external partners and organisations to provide additional support for the communication needs and social, emotional, health and wellbeing of all pupils with identified and emerging barriers to learning and achievement.
- To ensure governors fulfil statutory responsibilities to make effective use of pupil premium funds in order to impact positively on pupils' achievement and attainment.

1.2 Challenges

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

Challenge number	Detail of challenge
1	The needs of our pupils are constantly changing; school needs to continue to regularly evaluate and reflect upon appropriateness and effectiveness of provision for each individual pupil to ensure all educational, health and care needs are met. All pupils need a personalised approach to ensure each child is supported to make the very best progress possible. A carefully designed curriculum and timetable needs to be implemented to ensure the right mix of intensive interventions at a 1:1/2:1 level, small group work and whole class work.
2	Each child's learning profile is unique and therefore whole school interventions are not always the most effective use of premium funding. Also, co-morbidity of complex needs impacts ability to learn.
3	Physical disabilities/ complex medical needs and possible deterioration in physical skills and/or health including mental health
4	Enabling pupils to develop their expressive and receptive communication via a number of appropriate means including augmentative technology
5	Parental engagement and support for learning , behaviour – emotional regulation and communication
6	Identifying appropriate pathways for pupils when they leave school –

	availability of suitable local options
7	Access to an appropriate level of additional health provision and support e.g. physio/OT/CAHMS/ to meet the increasingly complex needs of pupils (developed in house provision)
8	Mental health and wellbeing of CYP and family including emotional disregulation and impact of challenging behaviour

1.3 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	Detail of challenge
PP students face no barriers to access curriculum, develop communication skills and the promotion of personal and social development. (including emotional and sensory regulation)	All students make expected or better progress against IEP and EHCP outcomes measured through annual review process linked to accessing curriculum, developing communication skills and promotion of personal and social development. Student attendance is in line with other groups.
To offer targeted support for families to promote positive outcomes for students	Students make measurable progress based on targeted support and/ or interventions identified within our in house referral system.
To work in partnership with external	Students make measurable progress

agencies to support the communication needs, social, emotional, health and wellbeing of all pupils to overcome potential barriers to learning and achievement.	based on targeted support provided by external partners.
Governors fulfil all statutory responsibilities.	<p>Governors offer robust challenge and ensure PP spending is targeted and impactful.</p> <p>Governors able to evidence knowledge of impact</p>

1.4 Activity in this academic year

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

1.5 Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £77000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Forest School Level 3 Training/Resourcing of Forest School sessions	Forest School is an inspirational process, which offers all learners regular opportunities to achieve, develop confidence and resilience whilst increasing self-esteem, through hands-on learning experiences in a natural environment. This ethos mirrors	1, 2, 3, 4, 7, 8	£1000

	<p>our own school ethos of placing pupil's mental health at the forefront of everything we do. Forest School principals are derived from neuro-psychology and attachment theory which match the principles that influence Thrive, an approach our school has begun to embrace. Both Forest School and Thrive demonstrate the importance of empathy, mindfulness, individuality and creativity in developing well regulated, resilient and socially functional young people</p>		
Provide music intervention sessions	<p>Evidence demonstrates the importance of music for students with SEND. This also widens curriculum exposure to the arts and supports students regulation, engagement and attention</p>	1, 2, 4, 7, 8	£14,000
Provide Animal Assisted Therapy	<p>Evidence demonstrates the importance of animal engagement for students with SEND. This also widens curriculum exposure to the arts and supports student's regulation, engagement and attention</p>	1, 2, 4, 7, 8	£5750

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

Budgeted cost: £35000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
<i>Residential visit</i>	Large evidence base to support the development of students' independence, self-esteem, confidence and life experience.	1, 3, 4, 5, 6, 8	£30,000
<i>Visit to Pantomime</i>	Large evidence base to support the development of students' independence, self-esteem, confidence and life experience.	1, 2, 4, 7, 8	£5000

2. Part B: Review of outcomes in the previous academic year

2.1 Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Pupil Premium Planned Spending Breakdown	Why we choose to spend money in this way	Impact
<i>Subscription to key literacy and numeracy support programs</i> Planned: £2000 Actual: £2000	EEF toolkit demonstrates impact of interventions. Staff were able to use their expertise to target specific interventions based on the needs of pupils, to enable increased engagement in learning.	Staff were able to access a suite of resources to support pupils in making progress across all areas of learning evidenced in JAM targets.
Talk Tools Training Planned: £1000 Actual £1000	Specialist intervention enabling our communication lead to complete assessments and write plans to support the development of communication skills for students	Staff are trained in ELKLAN which support language and communication development
Elklan Training for Communication Lead and resources to deliver approach	Evidence Base to demonstrate impact of ELKLAN approaches in developing communication skills.	Staff are trained in ELKLAN which support language and communication development

<p>Planned £1000</p> <p>Actual: £1000</p>		
<p>Access to sensory regulation expert to develop an action plan to support and develop whole school approach to sensory integrations</p> <p>Planned: £3500</p> <p>Actual: £3500</p>	<p>Evidence Base to demonstrate impact of managing sensory regulation approaches in supporting students learning.</p>	<p>Students have effective sensory profiles. School has achieved Silver making sense award.</p>
<p>Space</p> <p>Planned: £1000</p> <p>Actual £1000</p>	<p>Evidence Base to demonstrate impact of sensory integrations approaches in developing regulation for students, enabling them to access learning. Additional benefit of community access in visiting external providers</p>	<p>Student able to develop regulation skills and engage in learning</p>
<p>Forest School Level 3 Training/Resourcing of Forest School sessions</p> <p>Planned: £1000</p>	<p>Forest School is an inspirational process, which offers all learners regular opportunities to achieve, develop confidence and resilience</p>	<p>Staff now trained in forest school and other staff in the process of completing training. We have a new and</p>

<p>Actuals: £16000</p>	<p>whilst increasing self-esteem, through hands-on learning experiences in a natural environment. This ethos mirrors our own school ethos of placing pupil's mental health at the forefront of everything we do. Forest School principals are derived from neuro-psychology and attachment theory which match the principles that influence Thrive, an approach our school has begun to embrace. Both Forest School and Thrive demonstrate the importance of empathy, mindfulness, individuality and creativity in developing well regulated, resilient and socially functional young people</p>	<p>improved woodland area which is accessed weekly by all classes. Significant overspend linked to development of resources.</p>
<p>Delivery of ELSA</p> <p>Planned: £15000</p> <p>Actual: £0</p>	<p>Large evidence base to support the development of students' independence, self-esteem, confidence and life experience</p>	<p>Due to staffing and recruitment challenges, we were unable to deliver ELSA.</p>
<p>Residential visit/ Anderton Centre</p>	<p>Large evidence base to support the development of</p>	<p>Students developed confidence,</p>

Planned: £20100 Actual: £20100	students' independence, self-esteem, confidence and life experience.	independence and self-esteem.
Inspire Youth Zone Planned: £3000 Actuals: £3000	Large evidence base to support the development of students' independence, self-esteem, confidence and life experience.	Students able to access a range of community activities, developing life skills.
Bus Planned: £13000 Actual: £0	Large evidence base to support the development of students' independence, self-esteem, confidence and life experience. All of these area are developed through community access. Additional capacity to provide transport to access the community will increase opportunity for this.	We accessed alternative funding to secure a new school Bus.