



MAYFIELD
SCHOOL
DREAM • BELIEVE • ACHIEVE

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 outcomes for disadvantaged pupils last academic year.

SCHOOL OVERVIEW

PUPIL PREMIUM STRATEGY STATEMENT

School Name	Mayfield School
Number of pupils in school	132
Proportion (%) of pupil premium eligible students	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 – 2027/2028
Date this statement was published	1 st September 2025
Date on which this statement will be updated	1 st September 2026
Statement authorised by	Ian Dickson (Headteacher)
Pupil Premium lead	Clare Paton-Ransom
Governor/Trustee lead	Graham Robinson

FUNDING OVERVIEW

Detail	Amount
Pupil premium funding allocation this academic year	£124,455
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£124,455

Contents

1. Part A: Pupil premium strategy plan.....	4
2. Part B: Review of outcomes in the previous academic year.....	10



1. Part A: Pupil premium strategy plan

1.1 Statement of intent

At our school, every pupil is valued as an individual. We recognise that our pupils have a wide range of starting points and complex needs, requiring highly personalised teaching and learning approaches. Many of our pupils' experience barriers to learning linked to physical, medical, and mental health challenges, alongside varied communication and cognitive profiles.

Our intent is to ensure that Pupil Premium funding is used strategically to:

- Remove barriers to learning and promote engagement.
- Provide targeted interventions to support emotional regulation, resilience, and wellbeing.
- Ensure access to an ambitious, relevant, and aspirational curriculum.
- Prepare pupils for their next steps through meaningful experiences and career-related learning.
- To ensure governors fulfil statutory responsibilities to make effective use of pupil premium funds in order to impact positively on pupils' achievement and attainment.

We use evidence-based approaches, delivered by highly trained staff, including **ELSA, Thrive, MATP**, and **regulation-based interventions**, to support emotional and social development. Our curriculum is designed to be accessible, flexible, and ambitious, ensuring every pupil can make measurable progress from their individual starting point.

Enrichment opportunities such as the **Duke of Edinburgh Award, educational visits, work experience**, and personalised **learning pathways** help pupils develop independence, confidence, and essential life skills. Through these experiences, we aim to raise aspirations and empower every pupil to reach their full potential.

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 learning profiles require 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. Support for learning, behaviour – emotional regulation and communication. Thrive, ELSA and self-regulation.
2	Physical disabilities/ complex medical needs and possible deterioration in physical skills and/or health including mental health.
3	Enabling pupils to develop their expressive and receptive communication via a number of appropriate means including, communication boards, pecs books and augmentative technology.
4	Mental health and wellbeing of CYP and family including complex medical needs, emotional dysregulation and impact of challenging behavior.
5	Identifying and developing appropriate accredited learning curriculum and pathways.

6	Identifying and developing appropriate learning and career 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) MOVE, Rebound, MATP.
8	Pupil access to life experiences through curriculum, visits and life skill approaches to learning.

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
Pupils make sustained progress from individual starting points	Baseline and ongoing assessment data show measurable progress.
Pupils develop improved emotional regulation and resilience	ELSA/Thrive assessments show positive improvement of pupils accessing interventions. Reduction in incidents of dysregulation or anxiety.
Pupils access a broad, balanced, and ambitious curriculum.	Evidence from learning journals, accreditation outcomes, Life skill achievements and work experience feedback.
Increased participation in enrichment	Most pupils access off-site enrichment

and community experiences.	experiences per term. Participation in Duke of Edinburgh, work experience, and community visits evidenced through records and feedback.
Access to an appropriate level of additional health provision and support.	Where required pupils access interventions and show progress towards their individual targets in Move, MATP and Rebound.
Improved attendance and engagement.	Attendance for disadvantaged pupils improves on previous year. Reduction in persistent absence for identified pupils.

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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
CPD to enhance teachers subject and intervention knowledge.	Quality of teaching through class immersion days, promoting and improving pupil progress.	1, 3, 5, 6	£5,000
HLTA and TA recruitment and	Highly trained staff to deliver intervention strategies, improving	1, 3, 4	£5,000

training, ELSA, Thrive and communication.	progress and small steps.		
TA training in Move, MATP, Rebound and medical needs.	Highly trained staff to deliver intervention strategies, improving progress and small steps.	1, 2, 7	£5,000

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

Budgeted cost: £95,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Emotional Literacy Support Assistant (ELSA)	Large evidence based of historical data and case studies show impact of this approach.	1, 3, 4	£30,000
Thrive Programme	Large evidence based of historical data and case studies show impact of this approach.	1, 3, 4	£15,000
Move, MATP and Rebound	Large evidence based of historical data and case studies show impact of this approach.	1, 2, 7	£15,000
Communication HLTA	Large evidence based of historical data and case studies show impact of this	1, 3, 4	£20,000

	approach.		
DofE	Large evidence based of historical data and case studies show impact of this approach.	1, 8	£15,000

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

Budgeted cost: £14,455

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Residential visits – Bendrigg. Duke of Edinburgh	Evidence base to support the development of pupils' independence, self-esteem, confidence and life experience.	1, 8	£4,455
Whole school visits/activities to pantomime.	Evidence base to support the development of pupils' independence, self-esteem, confidence and life experience.	8	£5,000
Educational visits and trips.	Evidence to support enrichment, life skills, independence and confidence.	1, 8	£5,000
Work experience and meaningful work/career experiences.	Evidence to support the benefit of meaningful work and career experiences.	1, 5, 6, 8	£2,000

2. Part B: Review of the previous academic year

2.1 Outcomes for disadvantaged pupils

Over the past year, progress has been made in developing and implementing the curriculum and learning pathways for Key Stage 4 and 5 pupils. These pathways have been carefully designed to meet individual needs and ensure progression towards personalised goals, with strong links to pupils' EHCP targets.

Highly skilled staff, including trained HLTAs, have successfully delivered targeted strategies and interventions, including ELSA, Thrive, MATP, Rebound, and Move, which have supported pupils' academic, physical, and emotional development. These interventions have been effective in promoting engagement, confidence, and measurable progress in key areas of learning.

Pupils have also demonstrated personal growth through a wide range of enrichment opportunities. Participation in community and residential trips has supported the development of independence, social skills, and life experiences beyond the classroom. Notably, four pupils achieved the Gold Award in the Duke of Edinburgh programme, reflecting their commitment, resilience, and ability to engage in sustained, challenging activities.

Overall, the previous year has seen strong progress in both targeted learning outcomes and personal development, underpinned by a curriculum and intervention framework that is responsive to individual needs and aspirations.