# A picture containing logo Description automatically generatedPupil Premium Strategy Statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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

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| Detail | Data |
| School name | Fairfields School |
| Number of pupils in school | 123 (October census) |
| Proportion (%) of pupil premium eligible pupils | 30.08% (37 pupils – October census) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-2025 |
| Date this statement was published | Nov 2022 |
| Date on which it will be reviewed | Feb 2023 and July 2023 |
| Statement authorised by | Lesley Elder (HT)  Scott Kelly (PP Governor) |
| Pupil premium lead | Lesley Elder (Headteacher) |
| Governor / Trustee lead | Scott Kelly (PP & LAC Governor) |
| Review Periods | April 2023  July 2023 |

**Funding overview**

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| Detail | Amount: 2020-2021 | Amount: 2021-2022 | 2022-2023 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £9,816.95 | £13,567.43 | £7,551.60 |
| Pupil premium funding allocation this academic year | £56,609.25 | £52,665 (estimate)  £54,698.75 (actual) | £56,471 (estimate) |
| Recovery premium funding allocation this academic year |  | £11,310 (estimate)  £11,933.50 (actual) | £10,730 (estimate) |
| **Total budget** | £66,426.20 | £77,542.85 (estimate)  £80,199.68 (actual) | £74,752.60 (estimate) |
| Spend | £52,858.77 | £72,648.08 |  |
| Remaining balance | £13,567.43 | £7,551.60 |  |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Fairfields is a Special Primary School educating children with severe or profound and multiple learning disabilities, including Autistic Spectrum Disorder. It is these disabilities which are the primary barrier to progress and achievement that we must support our pupils to overcome, including those who are in receipt of the Pupil Premium. As such our approach is designed to ensure that we are able to provide an education of the quality necessary to make sure that having SEND as described above, and being in receipt of the Pupil Premium, is not a double disadvantage. Using the Pupil Premium to improve teaching quality, as well as focusing on more targeted support and pupil wellbeing, benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.  We are  committed to personalised learning around the holistic needs of each pupil. We aim to ensure that there is provision that  supports progress towards the academic attainment and/or aspirational outcomes identified in the Education Health and Care Plans for each pupil.  Provision is in place to support progress in the following areas:   * Personal Development and independence - Be able to understand and access the world around them with increasing independence. * Self-regulation and sensory processing - Improve their ability to self-regulate including improving their resilience and emotional literacy skills. * Communication Skills - Develop meaningful and effective forms of communication so that they can confidently communicate during a variety of situations * Cognition and Learning - Use their cognition and learning skills to discover and make sense of the world around them as well as using their functional skills with increasing independence. * Movement and Mobility * Social Interaction - Improve their social skills and social understanding to build and maintain relationships with their peers.   Our strategy is driven by the individual needs and strengths of each pupil, based on formal and informal assessment, not assumptions or labels. This helps us ensure that we offer them the relevant skills and experience they require to be prepared for their next stage of education. |

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. We have used a variety of evidence bases to identify these areas.

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| Challenge number | Detail of challenge |
| 1 | Social interaction and communication difficulties:  The vast majority of pupils have communication or speech and language difficulties. Many pupils are non-verbal or have limited language and require a p They need support to develop their skills to ensure that their wants and needs are heard in a variety of contexts. It is essential that pupils have a voice. Additionally, , all have social interaction difficulties. Pupils generally have language comprehension difficulties. |
| 2 | Independence:  The EHCP as well as observations and assessment show that many of our pupils have challenges with their physical needs. The require support in accessing their learning and the environment as independently as possible. These independent skills also include self care e.g. feeding, toileting, dressing. |
| 3 | Emotional well-being / emotional regulation/sensory processing:  Many of our pupils have delayed social and emotional skills. This is identified in their EHCP and all pupils within school have a positive behaviour support plan. Many struggle to self regulate their behaviour. This can be due to sensory processing difficulties or Adverse Childhood Experiences (ACEs). Some of our pupils have had experiences which are highly stressful, and potentially traumatic. Pupils need support to help regulate themselves to enable them to be ready to learn. |
| 4 | Family Support:  In order to support our pupils beyond school we work hard to support families by providing support and advice. This includes focussed training to share successful strategies used at school such as communication systems, behaviour management strategies. Support is also needed for the family in recognising and accessing services which are available to them to enhance their life experiences, as well as support for behaviour, attendance and medical needs. |
| 5 | Cognition and learning difficulties:  All pupils have profound to severe cognition and learning difficulties as outlined in their EHC plans. Assessment tells us that pupils require support to develop their reading particularly their phonics skills so that they can apply these skills in their everyday lives. They also need support to develop their attention, ability to problem solve and reason. Equally, they need to develop strategies to help them retrieve and recall information |

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## 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.

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| Intended outcome | Success criteria |
| Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills. | Individual pupils’ communication data using Assessment for All framework will show progress.  Pupils communicating using their preferred communication mode both in school and home.  Total communication environment evident. |
| Improved sensory regulation and access to learning | Individual pupils’ behaviour data using assessment for all framework will show progress.  Pupils are regulated and ready to learn or have strategies in place to support them to regulate, this will include some pupils having an individual sensory diet.  Staff are trained and have confidence in supporting pupils who are dysregulated.  Staff are aware of the difficulties pupils may have regarding trauma. Within our setting staff will know the wider context of trauma.  Monitoring shows that pupils are engaged and have a positive attitude towards learning. |
| Increased levels of independence through improved physical development, improved emotional wellbeing and improved access to learning. Pupils have greater confidence and independence to help them engage more with the wider community and prepare for their next stage in education. | Pupils will make at least two step progress against relevant strands of Assessment for All framework.  Pupils accessing Conductive Education will gain greater control over their movements leading to increased confidence, skills and independence. CE evaluation report illustrates progress.  Improved emotional awareness and well-being as evidence through pupil’s Annual Review report,  Lesson observations evidence improved levels of independence.  Pupils are able to access their learning through the correct position, equipment and facilitation being used |
| Increased support to parents and families, improving the access to services and ensuring that provisions in place for home and school to support learning and development. | Parents report that they feel well supported and have enough information to support their child’s development at home. Increased parental engagement results in pupil making progress either with academic learning or personal and social development  Improved attendance for pupils with low attendance |
| The vast majority of pupils will make at least expected progress in English (reading) and / or against their communication EHCP outcome. | Performance information will show progress in reading. Phonic assessments will show pupils progress. Pupils’ learning journals will demonstrate that they are remembering and learning more and using their skills in a variety of contexts. Pupils ILPs (Evidence for learning) will show progress in communication skills. |

## 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)

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Improved communication skills - SALT employed for extra day per week to enhance NHS SALT provision | Many of our pupils have communication difficulties requiring personalised communication modes to secure positive outcomes. Currently the SALT provision from NHS is limited to the children identified by the service and the intervention package they are allocated.  Pupils need to be able to communicate their wants and needs. They also need to be provided with opportunities to socially communicate. The ability to communicate enables pupils to engage in activities across the curriculum as well as having confidence to communicate their ideas and with each other.  We feel that this additional support not only supports the development of our pupils’ communication it also helps develop staff and parents knowledge and skills.  <https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches> | 1  2  3 |
| Improved sensory regulation and access to learning – OT employed for a day a week | Many of our pupils have sensory regulation difficulties requiring personalised sensory diets to ensure they are ready to learn and achieve positive outcomes. Many of our pupils also require support with positioning and strategies to enable them to access their learning. Currently the OT provision from the NHS is limited to one therapist one day a week who focuses purely on supportive seating. Occupational therapy intervention is proven to impact on improving the communication, interaction skills and motor skills of some of the most complex pupils. Children are more regulated following intervention which reduces anxiety and increases these pupil’s opportunities to thrive and achieve in what can be an overwhelming environment.  We feel that additional support from OT will not only support the development of our pupils but also helps develop staff and parents knowledge and skills.  <https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies> | 1  2  3 |
|  |  |  |
| Improved personal development, communication and self regulation | Each class has an allocated level 4 LSA. There role is to enhance the teaching practice within the class using specific strategies and interventions to help support and enhance learning. This targeted support will link to academic learning and also support the learning within our essential areas.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions> | 1  2  3 |
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***As the funding for pupil premium is reviewed throughout the year, any additional unallocated funds will be spent on the activities below.***

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| CPD for staff in using the principles of theraplay in group sessions  High quality resources to support the teaching of theraplay Trauma Responsive Education Training | Theraplay® is a child and family modality of play therapy for building and enhancing attachment, self-esteem, trust in others, and joyful engagement. As a school, by using the principles of theraplay through groups either as classes or as targeted support we can help build children’s self-esteem, trust in others, friendships and positive teacher and child relationships. The sessions provide structure, nurture, engagement and challenge.  As part of the strategy we would like the approach to evolve to include parents, either as a group or through individual intervention with their child.  The trauma responsive education training will offer Senior Managers and policy-makers the opportunity to deeply consider current educational practices in light of what we now know about Adverse Childhood Experiences and other relational traumas, including the impact of COVID-19 upon the mental health and well-being of children and young people.  This programme will enable us to update our policies and practices, reflecting on ‘what has happened to our children in order for them to do what they do’, and proactively intervening in order to meet the needs of ALL children.  As a school this will enable us to have a more trauma informed, developmental aware approach to support children’s emotional wellbeing and will compliment the work being delivered by theraplay  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning>  <https://theraplay.org/wp-content/uploads/2020/02/Sunshine_Circles_IJPT_June2017.pdf> | 1  2  3 |
| CPD for staff in developing the teaching of phonics  High quality resources to support the teaching of phonics. | Phonics is a supportive resource for many pupils when learning how to read and the DfE have stated that schools need to follow a systematic synthetic phonics programme to support learners. Phonic approaches have been found to be consistently effective in supporting pupils to master the basics of reading, with an average impact of an additional five months’ progress for those who are phonologically ready. Within our setting phonics starts with immersive and sensory sounds for pupils to learn skills of phonological awareness, this then progresses to systematic synthetic phonics. Effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. Pupils who are supported in their reading, and who are able to read, are able to access more of the curriculum which leads to improved outcomes and helps prepare them for the next stage of their education. | 5 |

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

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Improved  physical development – Conductive Education | Approximately 30% pupils need to access physical development programmes to help them develop greater control of their movements.  Analysis from previous year’s evaluation reports shows that pupils make progress (or on occasions maintain) which has a positive impact on their access to learning and levels of independence as well as promoting their emotional well-being.  <https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/physical-development-approaches> | 2 |
| Improved personal development: emotional wellbeing – Music Therapy | Identified pupils to access weekly music therapy sessions either as individuals or in small groups delivered by qualified therapist.  Music Therapy is a recognised approach which effectively promotes emotional wellbeing and communication skills.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning> | 1  2  3 |
| Improved personal development – Lunchtime supervisor to support our independent lunchtime hub | Identified pupils.  Pupils will be given individualised targeted support at lunchtimes to promote their independence and personal development.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction> | 2 |

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

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Family Support – Family Support Worker | Our Family Support Worker has successfully supported and engaged parents for the past few years. This has a positive impact on pupil attendance and engagement in their childs learning and experience in school.  We wish to continue providing our families with advice and support to enable them to support their child at home. By designing and delivering effective approaches to support parental engagement, as a school we may be able to support parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading.  We want to extend the range of ways we engage with parents to enable us to liaise we more of our families across the school.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement> | 3  4 |

**Total budgeted cost: £74752.85**

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| --- | --- | --- | --- | --- |
| Area | Activity | Total Cost | Financial Year Split | |
| Sept 22 – Mar 23 (7/12) | Apr 23 – Aug 23  (5/12) |
| Teaching | SALT | £10,500.00 | £6,125.00 | £4,375.00 |
| OT | £10,500.00 | £6,125.00 | £4,375.00 |
| Level 4s | £7,629.00 | £4,450.25 | £3,178.75 |
| Targeted | CE (50% of Salary) | £19,806.51 | £11,454.92 | £8,351.59 |
| Music Therapy | £8,250.00 | £3,575.00 | £4,675.00 |
| Magic Makers (contribution to salary) | 0 |  | 0 |
| Wider Strategies | Family Support (50% of Salary) | £13,153.52 | £7,670.25 | £5,483.27 |
| Undesignated |  | £4,913.57 |  | £4,913.82 |
| Total Spend | | £**74752.60** |

# Part B: Review of outcomes in the previous academic year 2021-2022

## Pupil Premium income and spend 2021-2022

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| Initial Allocation /Forecast | Actual | Variance |
| Funding + Carried Forward | £77,542.85 | £80,199.68 | £2,656.83 |

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| --- | --- |
| Area | Activity |
| Teaching | SALT | £14,400.00 | £ 7,027.87 | £7,372.13 |
| OT | £10,500.00 | £10,500.00 | 0 |
| Level 4s | £0.00 | £ 2,477.31 | (£2,477.31) |
| Targeted | CE (50% of Salary) | £19,142.21 | £19,142.21 | 0 |
| Music Therapy | £16,500.00 | £16,500.00 | 0 |
| Magic Makers | £ 4,670.88 | £ 4,670.88 | 0 |
| Wider Strategies | Family Support (50% of Salary) | £12,329.76 | £12,329.76 | 0 |
| Total Spend | | £77,542.85 | £72,648.03 | £4,894.82 |

## Pupil premium strategy outcomes

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

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| Outcome | Impact |
| Improved communication skills - SALT employed for extra two days per week to enhance NHS SALT provision | An evaluation report written by our commissioned NHS Speech and Language Therapists clearly outlines the difference their role is making in school.  This year I have spent time in individual classes for longer periods of time to carry out more thorough observations of the children and their communication environment; carry out dynamic assessment with specific children by trialling different strategies and communication tools and supporting staff by demonstrating and supporting them to implement the strategies advised. This has also enabled me to return to class the following week to discuss how the staff have got on, how the child has responded and be on hand to help problem-solve any challenges. This has included working with children with complex medical and physical needs who require more specialist forms of communication (e.g. auditory scanning, e-tran board (eye pointing with symbols/photos) and using switches). Frequent liaison and modelling strategies to class staff has helped them to develop their own skills, knowledge and confidence in implementing strategies and following advice. When it’s not been possible to speak to class teacher’s during the school day, I have been able to have Teams or phone calls with them after school or have arranged to speak to them another day of the week. This has allowed more protected time to talk about the class as a whole; discuss observations, next steps and further advice and strategies.  Hayley Simmons |
| OT | An evaluation report written by our commissioned OT from Blossom Children’s Occupational Therapy clearly outlines the difference their role is making in school  The first term was spent observing all the classes and the pupils, making notes of what was going well and even better if ….., getting to know members of staff and how they felt I could best help support them and their pupils.  It was decided I should see a number of pupils on a 1:1 basis using information from the teachers feedback about which pupils would benefit the most. Written consent was gained from parents. We agreed on two groups of 5 pupils from across the school to be seen individually either side of the half term. Pupils were seen for 30 minutes each in the SI room with an LSA.  During this time, I was able to get to know the pupils and their needs quite well and to discuss this with their LSA’s and how the SI therapy was helping. At the end of the block of therapy I wrote a therapy summary with recommendations for each pupil and sent this to the class teacher who was invited to share this with parents.  For some pupils the 1:1 intervention made a notable difference to their levels of motivation and engagement in the class. In addition, as the pupil’s LSA’s had accompanied them into sessions and I could explain what I was doing, why and how it was helping the LSA’s were then able to bring the pupils to the SI room during the week for short bursts of therapy which has helped with regulation, motivation and engagement in class.  Jenny Meyer - OT |
| Level 4s | By having a designated level 4 within each ensured there was consistency in each class in the absence of the teacher. This was particularly important due to the high level of absences occurring due to COVID. Our Level 4s accessed a bespoke training package, providing more depth to our practices in school. They were encouraged to reflect on their current practice and were give tasks to trial in their own classrooms. This allowed them to effectively support the teacher as well as supporting individual pupils by scaffolding learning or enhancing this. They were also able to support the other staff within the team, role modelling expectations and raising the standards of practice in the classroom. Some took on a responsibility in the classroom under the direction of the teacher e.g. maintaining the enabling environment, focusing on communication |
| Improved  physical development – Conductive education | Conductive Education continues to be a strength of the school. An evaluation report written by our conductor clearly outlines the difference their role is making in school  The past year was again a challenging year due to the uncertainty caused by Covid.  At the beginning of the academic year, children were still in zones and bubbles. For this reason, we had mini-group sessions (2-3 children) as well as individual sessions.  From Easter they were able to mix again and we were able to see the positive changes in the children as they were able to meet their peers from other classes. Having bigger groups resulted more enthusiasm, challenge and competition between children as well as more fun and laughter. We could also see children progressing more significantly being able to access more appropriate group sessions instead of the 1:1 sessions.  Benigna Constantinou - *Conductor* |
| Improved Personal Development: Emotional Well-Being – Music Therapy | An evaluation report written by our commissioned Music Therapist from NMPAT clearly outlines the difference their role is making in school  It has been a pleasure working at Fairfields School this year and getting to know the children and staff. I have had the luxury of being able to offer long-term therapeutic interventions to 11 clients on a 1-2-1 basis. This has meant that those children have had the benefit of in-depth individual work that has, as I hope this report will demonstrate, had a significant impact on a wide range of different areas of their everyday lives. The work has been very interesting and varied and has encompassed a myriad of diverse and eclectic elements from creating compositions using graphic notation (JH) to devising a highly sensory, musical experience (SK.) All the interventions have been created with a view to directly helping the children in the areas identified at the outset of the work as being the most important for each client’s development.  I have had a fantastic first year at Fairfields School. It’s been wonderful to work with the children and staff and I have really enjoyed developing different ways of helping each client to develop in all sorts of areas. I am confident that many of the elements that have blossomed in the therapy room will be making a significant mark on the everyday lives of the children. Naturally, the transference of skills is a difficult concept to quantify and assess scientifically. However, I hope that the simple assessment and progress sheet I have devised (please see attached) might be developed as a way of reflecting progress, especially if the criteria were to be assessed by others – such as teachers and parents at regular intervals.  Serenna Wagner – Music Therapist |
| Improved personal development – magic makers | By having a designated member of staff for magic makers ensures that effective enrichment can been provided at lunchtime for key pupils across the school. Engagement with Songs, sensory stories and music enable these pupils to develop their social and communication skills. It also enabled staff to focus on key skills for specific children. During academic year 21/22 this support was provided across the bubbles and zones, rather than as one club to limit the level of mixing across bubbles and zones . |
| Family Support Worker | We believe that input from our Family Support Worker is essential. Our Family Worker supports parents at a variety of meetings always acting as their advocate, ensuring the voice of the child is heard. Our family support worker both leads and supports Early Help Assessments, attends Child In Need meetings, carries out home-visits and liaises wherever possible with a variety of other agencies. As a DSL, our Family Support Worker also carried out welfare checks when school closed due to COVID, supporting some of our most vulnerable families. Her dedication for our families supports the partnership between home and school. |

All full evaluation reports can be found in the PP section of the leadership and management file 21/22.