

Pupil Premium Mayfield School 2020-2021

Summary information						
School Mayfield School						
Academic Year	2019/20	2020/21	Total PP budget	£149,772	Date of most recent PP Review	Sept' 2020
Total number of pupils	301	300	Number of pupils eligible for PP	183	Date for next internal PP Review	Jan' 2021
Primary Total	117	109	Primary eligible PP	54		
Secondary Total	184	191	Secondary eligible PP	129		

Current attainment 2019 2020 end of year data				
Whole school English and maths progress: English 90% maths 90%	Primary		Secondary	
	PP Pupils MQ/UQ	Non-PP Pupils MQ/UQ	PP Pupils MQ/UQ	Non-PP Pupils MQ/UQ
Whole school pupil premium English and maths progress: English 92% maths 89%				
English	90.5%	85%	92%	92%
Maths	89%	88%	90%	94%

Barriers to future attainment (for pupils eligible for PP)

In-school barriers: *(issues to be addressed in school, literacy, numeracy levels, other)*

- KS1 pupil premium pupils make significantly less progress in English and maths compared to other Key Stages
- KS2 & KS3 pupils require intervention support to develop communication skills and the transference of skills in measurement and statistics to support their progress towards skills required for adulthood
- A whole school communication strategy is to be implemented across all key stages including EYFS
- Some of our most vulnerable pupils have social, emotional, mental health issues leading them at times to exhibit challenging behaviours and have low reliance to challenging tasks and or find that issues with relationships can affect their learning
- Throughout the curriculum pupils face daily challenges such as independence, social and communication difficulties which means they struggle to transition between key stage phases
- Due to their complex needs pupils have not always developed the age related expectations in life skills and in such areas as independence and resilience skills in comparison to their peers

External barriers *(issues which also require action outside school, such as low attendance rates)*

- Attendance due to family circumstances and lack of expectation from home can lead to passivity in the school environment and requires more intensive work between pastoral team/individual teachers and some of the hard to engage families
- Families and school working in partnership using the internal and external early help strategy is crucial to addressing the individual need of each pupil including parent engagement
- Pupil achievement maybe limited by pupils' experience of cultural capital outside of school and previous curriculum coverage

Desired outcomes *(desired outcomes and how they will be measured) Intent*

Success criteria - Impact

A.	Improve pupil premium attainment in KS1 & KS2 English (Reading and writing) and mathematics (application of measurement and statistics)	Raise attainment for all pupil premium pupils in KS1 and KS2 English and maths from their starting points Examine barriers to learning in reading, writing, measurement and statistics and set personalised targets for all pupils
B.	Improve whole school access to information technology to support the engagement and delivery of the new GET REAL curriculum	All teaching classrooms have access to an interactive whiteboard. All teachers have a Lenovo tablet to support the new whole school assessment system – Evidence for Learning. All classes to have a class Ipad available to all pupils to support with access to media
C.	Multi agency work to develop the physical development and social and emotional development curriculum and improve communication	All pupils with autism have access to an occupational therapist and is provided with sensory assessment to support access to the curriculum. Support non-verbal and verbal communication through an enrichment activity to support the delivery of the communication curriculum. Embed a Mayfield careers guidance that reflects the get real curriculum and fully supports pupils in KS3 onwards in preparation for adulthood.

Academic year		2020/2021						
Teaching and Learning/Targeted Intervention								
Intent	Implementation	How will you ensure it is implemented well and when?	Staff lead	Cost	Impact	Progress RAG rated		
Improve pupil premium attainment in KS1 & KS2 English (Reading and writing) and mathematics (application of measurement and statistics)	To identify all pupil premium pupils not making expected progress in Reading, writing, measurement and statistics	<p>Teacher identified and will attend RWI training All pupils will complete a baseline in phonics to identify streaming across different classes. Phonics identified on the timetable. Resources purchased to support the delivery of phonics.</p> <p>Progress of all pupils will be identified, reviewed and monitored using Learn-Practice-Master which aligns to the new curriculum focus of give enough time for real life learning (GET REAL). Staff will focus on the practical application of measurement and statistics across physical development strand and functional skills strand of the GET REAL curriculum</p> <p>Monitoring cycle on TALC (Teaching and Learning Calendar) will identify progress, areas for development and pupil outcomes reviewed half termly</p>	CM/HT	£10,000	<p>There has been a series of training held for staff to address gaps in phonic knowledge. This has been delivered by both external and internal staff Read, Write Inc.</p> <p>Phonics is now delivered on the timetable with identified groups and the phonics lead has completed deep dive reviews into delivery along with school improvement partner.</p> <p>Resources have been brought and are in use in classrooms.</p> <p>There were a number of deep dives, moderations and observations last year into the English and maths delivery. Reduction in number of teachers on support plans. Teachers have also reported an increase in confidence.</p>	Aut	Spr	Sum
	To implement the Read, Write Inc. phonics programme across the whole school for all pupils identified as requiring phonics to support with reading and writing.		AF					
	Reading interventions for those pupils not engaging in the phonics programme		HT					
	Class teachers and TA's will plan and deliver effectively for personalised learning in English and maths including a same day intervention approach through planning to meet individual needs of the pupils to ensure timely interventions. Pupils will be set personal learning goals (PLG's) which reflect the EHCP short term targets. Teachers will plan lessons that enable students to practice the applying of learned skills within functional contexts.		CM/HT					

					<p>The following data shows the impact the phonics implementation has had on the reading levels of our children.</p> <p>All key stages – Reading Below – 4% Just Below – 55% Just Above – 32% Above – 9%</p>			
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Curriculum								
Intent	Implementation	How will you ensure it is implemented well and when?	Staff lead	Cost	Impact	Progress RAG rated		
<p>Improve whole school access to information technology to support the engagement and delivery of the new GET REAL curriculum</p>	<p>All teaching classrooms to have access to an interactive whiteboard</p> <p>All teachers have a Lenovo tablet to support the implementation of the new whole school assessment system – Evidence for Learning which compliments the launch of the GET REAL curriculum</p> <p>All classes to have a class Ipad available to support pupils access to a range media options and to support the development and practise of the skills required across the computing curriculum to support preparation for adulthood</p> <p>To support the implementation of home/school learning increasing the use of appropriate APPS and access to on line resources to support blended learning and the journey to recovery with parental engagement throughout the year</p>	<p>Purchase interactive whiteboards and Lenovo tablets for all classrooms</p> <p>Training for all staff to support with practical application in teaching and learning within the classroom</p> <p>Training sessions for all teachers allocated on the yearly curriculum meetings calendar with specialist staff training delivered via Evidence for Learning</p> <p>Baselining will Identify current pupil skills and identify personalised targets.</p> <p>The monitoring of pupil's learning across the computing strand using insights for learning and evidence for learning will demonstrate pupil progress towards their target milestone and identify areas for intervention for the individual and the whole school</p> <p>Functional skills medium term planning scrutiny. Focused drop ins on computing lessons and teacher review and feedback in GET REAL curriculum monitoring meetings</p>	<p>JH/PS</p> <p>PS/HT /CM</p> <p>MG AW</p> <p>CM/HT</p>	£108,792	<p>All classrooms now have functioning whiteboards. There has been training and a increase in the use of this technology to engage our students.</p> <p>Baselining has occurred with previous curriculum and mechanisms are now in place to ensure baselining can occur with technology when the new curriculum is finalised.</p> <p>This has increased access to IT resources for our children.</p> <p>Drop in and planning scrutiny has showed a increase in the amount of IT being delivered and the use of the technology to increase communication and engagement.</p> <p>Due to the impact of COVID there have been significant delays in access to purchasing Ipad. This has resulted in a delay in training. CPD available to train staff and opportunity to buy resources due to shortages in production from China.</p>	Aut	Spr	Sum

Other approaches: Interventions, Careers, Open Theatre

Intent	Implementation	How will you ensure it is implemented well and when?	Staff lead	Cost	Impact	Progress Rag rated		
<p>Implementation of an Occupational Therapist (OT) at the Heathfield Road site to support pupils with complex autism access the curriculum</p>	<p>Sensory assessments to be completed for all pupils with autism to identify bespoke OT interventions to allow all pupils to fully engage and access the GET REAL curriculum</p> <p>Outdoor and indoor sensory resources and equipment to be identified to offer every pupil the opportunity to experience sensory integration and input in line with their level of arousal at any given time</p> <p>Pupil OT assessments to compliment and be delivered through quality planning and teacher delivery of the physical development strand of GET REAL and implement sensory key skills into the milestones in particular -proprioception, the five senses, vestibular and motor skills</p>	<p>Regular review and monitoring meetings between SLT and OT</p> <p>Training for all staff in the effective delivery of sensory assessments</p> <p>Evidence for learning aligned to progress made in the physical development milestones</p> <p>Increasing engagement levels with pupil's accessing the curriculum</p> <p>Planning scrutiny and observations</p>	<p>OT</p> <p>CM/HT</p> <p>PM</p>	<p>£15,000</p>	<p>BCHT+ worked with the school to recruit a specialist occupational therapist to work with the school.</p> <p>A OT has also provided the school with a whole school audit report and this has informed the purchase of sensory times and resources for class.</p> <p>There has been a decrease in the amount of behaviours that are challenging staff due to strategies beginning to impact practice. This has been observed through planning scrutinises and observations.</p>	Aut	Spr	Sum
Intent	Implementation	How will you ensure it is implemented well and when?	Staff lead	Cost	Impact	Progress Rag rated		
<p>Open theatre company to support delivery of a non-verbal communication project</p>	<p>Provide pupils with the opportunity to develop and build on social and communicative skills through spontaneous play (non-verbal theatre). Spontaneous play has provided an alternative mode of communication, that allows our young</p>	<p>Align relevant short term and long term targets on EHCP's with those Personal Learning Goals</p>	<p>DS</p>	<p>£11,980</p>		Aut	Spr	Sum

	<p>people to communicate and interact with peers that they wouldn't normally be able to.</p> <p>Weekly sessions will be timetabled and provide an opportunity for pupils to engage in intensive interaction one day per week per site.</p>	<p>Half termly moderation, review and feedback including, pupils, class teachers and open theatre leaders</p> <p>Ensure that resources reflect and meet the needs of the learning</p> <p>Moderate personal learning goals through analysis of evidence for learning</p>						
Intent	Implementation	How will you ensure it is implemented well and when?	Staff lead	Cost		Progress Rag rated		
KS3/4/5 access to and implementation of (CEIAG) Careers Education, Information, Advice and Guidance	<p>Complete a Mayfield Careers Guidance and action plan and Identify a Careers Leader who can drive forward all eight Gatsby Benchmarks</p> <p>To ensure pupils from year 9 onwards are supported to make effective choices about their future options and preparation for adulthood</p> <p>Provide and prepare a thorough transition process to life beyond secondary school</p> <p>Support and develop self-knowledge and confidence in making decisions and career choices which are suitable and ambitious for them</p> <p>To develop an understanding of the world of work and how to respond to changes in today's workplace and to develop research skills such as: social skills, communication and resilience</p>	<p>Careers lead and SLT to implement action plan aligned to the teaching and learning calendar, whole school calendar and EHCP targets and reviews.</p> <p>Regular interviews with CEIAG advisor in school with KS3-5 pupils and families</p> <p>SED curriculum planning scrutiny to ensure curriculum is reviewed and meets the individual needs of the pupils and future outcomes</p>	TP/SD	£4,000		Aut	Spr	Sum
<p>Impact – The dedicated Careers Lead for the school is Sarah Davis (Post-16 and Destinations Lead). The member of the senior leadership team with strategic responsibility for the management of CEIAG is Theodora Papaspyrou (Assistant Head Teacher).</p>								

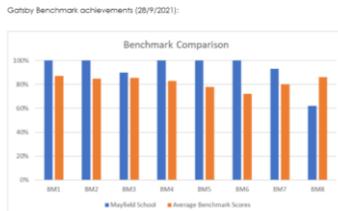
The Careers Lead is currently undertaking a level 6 certificate in careers leadership, certified by OCR through RGG associates. Upon completion a grant of £1000 will be awarded to the school, ringfenced for CEIAG.

The school's performance against the Gatsby Benchmarks moves forward at a pace and Mayfield is performing higher than average in 7 out of 8 Benchmarks compared to other Birmingham Schools;

Compass results (8/7/2021):

Compass results (8/7/2021):

BM1	BM2	BM3	BM4	BM5	BM6	BM7	BM8
100%	100%	95%	100%	100%	100%	92%	92%



Gatsby Benchmark achievements (28/9/2021):

*Average BM scores represent other Birmingham schools

The implementation of a Careers Programme for KS3, 4 and 5 ensures that our new GET REAL curriculum embeds careers within its delivery, including, where relevant, learning from labour market information. The two frameworks ensure that pupils are developing skills and qualities for the workplace and for adulthood. It is now a shared expectation that students in year 7 upwards have at least two of the following per half term; an encounter with an employer or employee, an experience of the workplace, an encounter with further or higher education, all of which are evidenced in an Individual Pupil Career Profile. This has allowed for students to develop a greater understanding of the world of work through active experiences, and encourage students to start to think about their future earlier. Pupils have access to independent and impartial careers advice, sourced externally from Birmingham Careers Service, and those at key transition points (year 10 and year 13) receive a 1:1 meeting to discuss and implement a career action plan. Jainn-Ann Wearing then works with the student, family, school and next destination to ensure a robust transition.

A careers strategy is currently a working document, which breaks down the school's strategic objectives as follows;

Objective 1 – To develop and maintain a culture of high aspirations through a fully embedded CEIAG offer

Gatsby Benchmarks: 1, 2, 4, 7 and 8

All staff to lead CEIAG initiatives across the GET REAL curriculum

Curriculum leads to source and share subject-specific CEIAG opportunities with staff

Teachers to incorporate Labour Market Information and workplace/ employer/ employee encounters into medium term planning

Objective 2 – To raise and monitor student and parent engagement with CEIAG

Gatsby Benchmarks: 3, 8

All students in Key Stage 3 upwards to have an Individual Pupil Career Profile, updated with at least two encounters per half term

All Year 10 and Year 13 pupils to receive independent CEIAG through Career Action Plan meetings, EHCP reviews, FE encounters and on an ad-hoc basis

All staff to use Compass+ and Skills Builder to build and track a portfolio for students that can be used in support of application to post-19 pathway

Objective 3 – To build and maintain and network of providers and partners

Gatsby Benchmarks: 3, 4, 5, 6

To develop an ALUMNI of support, from a range of destinations E.g. FE college/ Kickstart Scheme/ apprenticeship/ employment

To continue to develop links with community organisations and build upon existing relationships

To utilise opportunities for collaborative work across the MAT, within the 16-25 Curriculum and Employability Pod

The above objectives have been broken down into a 3-year strategy in order to ultimately ensure an outstanding careers offer at Mayfield School and subsequently raise aspirations of all stakeholders to ensure the most ambitious destination is sought upon leaving Mayfield School.