

Pupil Premium Mayfield School 2021-2022

Summary information						
School Mayfield School						
Academic Year	2020/21	2021/22	Total PP budget		Date of most recent PP Review	Sept' 2020
					Date for next internal PP Review	Jan' 2021
Total number of pupils	301	300	Number of pupils eligible for PP	183	Date for final review	July 22
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 **2021/2022**

Teaching and Learning/Targeted Intervention

Intent	Implementation	How will you ensure it is implemented well and when?	Staff lead	Cost	Impact	Progress RAG rated
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<p>Implement, resource and embed the Get Real curriculum.</p> <p>Resources to be purchased for the strands to the Get Real curriculum. This will allow effective delivery across the school and allow the new curriculum to be embedded.</p>	<p>The strands will be resourced by strand leads. They will have an overview of their budget and will work in conjunction with SLT to prioritise resources in line with elements of the SIP</p> <p>Develop and implement an effective Social / Emotional Development, Physical Development strand, Cognitive / Functional, Communication strand and EYFS.</p>	<p>Curriculum leads meet every other week in curriculum meetings to review spend and strand development.</p> <p>Curriculum leads have developed Strand Plans that allow for projected planning in line with the SIP. This is shared in SLAM meetings and curriculum leads feedback regularly.</p> <p>Deep dives and planning and learning reviews are triangulated to monitor the effectiveness and quality of teaching and learning across the school.</p>	<p>SLT</p> <p>Strand leads</p>	<p>£25,000</p> <p>£5000 per strand</p>	<p>Individual strand impact is listed below in a stand breakdown.</p>	<p>Individual strand impact is listed below in a stand breakdown</p>
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EYFS Strand
Staff lead - AS
Cost - £5000

Intent

Provide some resources to improve the attainment of pupils across three classes (PMLD, ASD, ASD and SLD); currently 24 pupils.
 To enable pupils in the EYFS and KS1 to engage in a highly motivating activity.
 To enhance pupils physical development especially in fine and gross motor.

Implementation

<p>Class Teachers to assess the resources that are suitable for their pupils individual needs. Triangulation of teaching and learning will identify pupil progress.</p>		
<p>Impact 24 pupils engage in adult led and some independent activities using the resources purchased. 6 pupils independently ride on a tricycle. Improving gross motor development, and skills for life.</p>		
<p>Post 16 Strand Staff lead - SD Cost £5000</p>		
<p>Intent Develop and implement a personalised curriculum to incorporate GET REAL to meet the needs of all pupils in KS5</p>		
<p>Implementation Three year action plan to fully resource post-16, to meet the needs of all pupils, curriculum delivery and to raise standards of T&L Resource audit for post-16 MAW and MAH sites, including ILF/ kitchen areas Budget training (MMc)</p>		
<p>Impact - Autumn Term Audit template produced Resource audit shared with Post-16 team SD attended budget meeting with MMc Internal order drafted for Post-16</p>	<p>Impact - Spring Term Internal resource order complete – awaiting confirmation re process</p>	<p>Impact - Summer Term Internal order sent prior to grant funding closure Resources to be delivered and distributed as per action plan Pupils will have access to resources that enable the curriculum to be delivered at a level which appropriately challenges/ supports them on their journey to their next destination. Pupils are engaged and a love of learning is promoted. Curriculum will support pupil attainment for all learners</p>
<p>SED and emotional wellbeing Staff lead – SW Cost - £5000</p>		
<p>Intent Develop and implement a personalised SED curriculum to incorporate GET REAL to meet the needs of all pupils.</p>		
<p>Implementation A range of resources has been purchased to facilitate teaching across both sites. These include resource to support sex and relationship education. Books for teachers and pupils to help explain differing topics. Resources to help deliver interventions. Emotional wellbeing activities and teaching resources.</p>		

New online programmes have been purchased to ensure all abilities can access topics at different levels and pupils are actively engaged in learning.

How will you ensure it is implemented well and when?

Impact
New GET REAL curriculum strand written, new topic map covering all statutory guidelines and topics we are aware are important for the pupils of Mayfield School, to be launched in September. The topics have also been linked to the safeguarding curriculum. Training has been given to teaching staff and feedback on resources has been sought. Teachers are more knowledgeable and enthusiastic to teach SED and this is showing in the confidence of pupils asking questions and referrals for interventions being made. On entering classrooms lessons are engaging and resources being used to facilitate concepts of the curriculum. More training is required for most staff. This has been discussed with CM and time has been given in the training days and TALC to ensure all staff have the knowledge and skills to implement this in September. This has also been linked to awareness days throughout our school calendar. Baseline assessments will be taken through EfL over the next term and so evidence of their use and pupil attainment can be gathered. TaLC will be followed to include future planning scrutiny, lesson obs, drop ins and book trawls. Triangulation of this will be used to support staff development on a 1:1 basis.

Teachers are more knowledgeable and enthusiastic to teach SED and this is showing in the confidence of pupils asking questions and referrals for interventions being made.
Staff have been able to identify their own training needs.
Pupils are approaching members of staff with more confidence to ask questions.

English and Communication

Staff Lead – CH

Cost - £8000

Intent

Develop and implement a personalised English & Communication GET REAL curriculum to meet the needs of all pupils

Implementation

A range of resources has been purchased to facilitate teaching across both sites. These include resources to support all pupils across the school to access a range of books in their own preferred way, including sensory stories, decodable books that are age appropriate. Resources have also been focused around comprehension skills and understanding, as teachers identified this as an area of development for pupils. Phonics resources have been purchased to ensure all pupils across both sites can access successful phonic sessions within their current phase. Inprint 3 has been purchased for all staff to be able to use the most up to software to create communication aids and symbol support for pupils in class

New GET REAL curriculum strand for English & Communication has been written and launched to teachers across both sites.

Themes have been written for the English curriculum, including themes suggested by pupils and school council, to ensure teachers and pupils are motivated by the themes, and a good range of literature is covered.

Books have been purchased that link to these themes, and teaching assistants will be supporting creating simplified versions of some books to ensure all pupils can access the stories. These themes have been linked to the SED strand and Science strand to offer generalisation opportunities for pupils.

Training has been given to teaching staff and feedback on resources has been sought. Teachers have been trained on how to use Inprint 3 to create symbols and utilise aided language displays to create a language rich environment. The training on InPrint 3 also means teachers can access resources that Speech and Language send for individual pupils.

Teachers and teaching assistants have been given training on all PECS phases, which is visibly being used across the school. All staff in school have been made aware of the updated Total Communication Policy, and the universal expectations that are expected in classes regarding visual supports for pupils.

Streaming groups have been created for the Wheeler Street Site for phonics, meaning all pupils from KS1 – KS2 are in appropriate phonic groups for their current phase. KS3 at Wheeler Street, and EYFS-KS3 at Heathfield Road have access to the high quality resources, and this means all pupils are engaging with quality phonic lessons daily.

Reading for pleasure training has been given to all staff at both sites, and time has been made on the timetable for this to take place 3 times a week for 20 minutes. This has been launched signing the school up for Readathon to create an exciting atmosphere around school for reluctant readers.

Implementation

On entering classrooms lessons are engaging and resources being used to facilitate concepts of the curriculum. More training is required for most staff. This has been discussed with CM and time has been given in the training days and TALC to ensure all staff have the knowledge and skills to implement this in September. This has also been linked to awareness days throughout our school calendar. Baseline assessments will be taken through EfL over the next term and so evidence of their use and pupil attainment can be gathered. TaLC will be followed to include future planning scrutiny, lesson obs, drop ins and book trawls. Triangulation of this will be used to support staff development on a 1:1 basis.

Functional Skills
Staff Lead – RP
Computing £5000
Science £1000
Maths £2000

Intent - Computing

Develop and implement a personalised computing GET REAL curriculum to meet the needs of all pupils

Intent Maths

Develop and implement a personalised Maths GET REAL curriculum to meet the needs of all pupils

Intent Science

Develop and implement a personalised Science GET REAL curriculum to meet the needs of all pupils

Computing - Implementation

A range of computing resources have been ordered. These include switch activated toys to demonstrate cause and effect as well as glow and go bots and beebots.

These have been ordered and are readily available at WS and will be set out to work at HR after half term when the resource cupboard can be organised.

Baseline assessments will be taken through EfL over the next term and so evidence of their use and pupil attainment can be gathered.

TaLC will be followed to include future planning scrutiny, lesson obs, drop ins and book trawls. Triangulation of this will be used to support staff development on a 1:1 basis.

Computing - Impact

It is clear to see that items are being used through photos of pupils working, displays in classrooms and evidence within planning. Staff have also come to me to ask for more resources such as rekenreks as their students are getting so much out of them.

Carousel of training was used in spring term to develop staff awareness and confidence using these resources.

TaLC will be followed to include future planning scrutiny, lesson obs, drop ins and book trawls. Triangulation of this will be used to support staff development on a 1:1 basis.

Maths - Implementation

Resources have been purchased to restock classrooms. These have been put together based on the ability of the class. Items such as dice, numicon, counters, unifix etc have been purchased and placed within classrooms.

Maths - Impact

Pupils will receive a much broader, mastery style approach to maths instruction.

Science – Implementation

Resources have been purchased to replenish topic packs. These include torches and batteries to cover light topic as we had none previously. Magnifiers, viewers and scoops have also been purchased for both sites to allow students to carry out practical lessons. A range of sorting items have also been purchased which has a cross curricular link with maths – observing, noticing and sorting based on attributes.

Money has also been spent on implementing a whole school 'Sunflower challenge'. Every child has had a pot with soil and sunflower seeds to see who can grow the tallest sunflower.

Science – Impact

Pupils are receiving some science teaching. Future plans will include more dedicated time in the timetable and these resources will be used more then.

Other Intervention - Staffing						
Intent	Implementation	How will you ensure it is implemented well and when?	Staff lead	Cost	Impact	Progress RAG rated
To provide staffing for targeted classrooms to enable effective delivery of the Get Real Curriculum	Provide pupils with effective levels of staffing that allows their needs to be supported and effective delivery of lessons.	<p>Reviewing staffing regularly.</p> <p>Use behaviour data to assess impact of staffing on behaviour</p>	SLT	£25,000	<p>Correct levels of staffing across the school is key to implementing the effectiveness of the Get Real curriculum.</p> <p>This also allows for interventions to occur across the school as well as key behaviour management to occur within the school.</p>	

Other Intervention - WeDuc						
<p>WeDuc</p> <p>To invest in and embed the use of a app and supporting programme to increase parental engagement between school and home.</p>	<p>WeDuc has been and all staff are now trained in the use of the programme.</p> <p>IT staff have supported parents at parents evening to increase the participation to help install the app into parents phones.</p>	<p>Regular meetings with IT regarding the number of participation.</p> <p>Parental feedback questionnaires.</p>	<p>SLT</p> <p>ICT</p>	<p>£1500</p>	<p>An increase in school and home communication and engagement.</p> <p>Continuation of strategies between home and school.</p>	
Other Intervention – Open Theatre						
<p>Employ 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).</p> <p>Spontaneous play has provided an alternative mode of communication, that allows our young people to communicate and interact with peers that they wouldn't normally be able to.</p> <p>Weekly sessions wil be timetabled and provide an opportunity for pupils to engage in intensive</p>	<p>Align relevant short term and long term targets on EHCP's with those Personal Learning Goals</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>DS</p>	<p>£11,980</p>	<p>Increase in communication and engagement of students throughout the sessions.</p> <p>After half termly moderation and review and feedback has been positive and teachers see the effectiveness of the sessions.</p> <p>Milestone data analysis.</p>	

	interaction one day per week per site.	Moderate personal learning goals through analysis of evidence for learning				
Other Intervention Team Teach and Sleuth						
Train Team Teach trainers across the school to enable a rolling programme of physical intervention CPD for in house Team Teach training. Develop a programme of behaviour recording	Identified staff members from school to attend a 5 day Team Teach course to become Level 1 and Level 2 trainers. Mayfield trainers to run a ongoing and rolling programme of Team Teach Level 1 and 2 to reduce costs of external trainers and ensure the school has good coverage across the sites. SLUETH to replace PBS cloud as a compatible and effective manner to record both negative and positive behaviours across the sites.	Create a positive approach in the school to reinforce the behavioural culture that is stated in the behaviour policy. Feeling Positive - Feeling safe - Felling loved - Feeling confident	LP & JF	£5025	Behaviour recording is robust and allows for patterns and information to be pulled into monthly reports to identify students, classes and environmental trends to target moving forward. There is a large coverage of Team Teach Level 1 and 2 across the school and a plan to ensure staff remain in date to ensure behaviour is managed well within school.	
Access to Occupational Therapy						
Implementation of an Occupational Therapist and supporting	Sensory assessments to be completed for all pupils with autism to identify bespoke OT interventions to allow all pupils to	Regular review and monitoring meetings between SLT and OT	OT	£28,000	BCHT+ worked with the school to recruit a specialist occupational therapist to work with the school.	

resources (OT) at the Heathfield Road site to support pupils with complex autism access the curriculum	<p>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>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>CM/H T</p> <p>PM</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>	
Pastoral Support						
To improve parental engagement and Early Help by employing a Pastoral worker on both sites.	<p>To employ a Pastoral worker at Heathfield Road and Wheeler Street.</p> <p>To ensure both workers are trained as DSL's and support the wider safeguarding team to address and respond to safeguarding concerns throughout the school day, attend safeguarding meetings and work</p>	<p>Staff are currently in post and will continue to provide pastoral support. Review of safeguarding procedures and early help in bi-weekly DSL meetings where interventions can be monitored. Attend weekly attendance meetings and work with parents/carers to increase</p>	<p>JF</p> <p>CM</p> <p>LC</p> <p>CS</p>	£72,000	<p>Increase in attendance at both sites.</p> <p>Effective safeguarding at both sites monitored under DSL meetings held alternative weeks depend on site. Quality of CPOMs has increased and staff continue to receive</p>	

	<p>with external multi-disciplinary teams to support interventions.</p> <p>To increase attendance across both sites by supporting the attendance leads to engage parents and provide early help.</p> <p>To ensure the effectiveness of CPOMs use across both sites and support staff with accessing, training and annotations.</p> <p>Increase parental engagement across the sites.</p>	<p>whole school attendance. Attendance data will be monitored weekly as well as the impact of FAST-TRAKC procedures.</p> <p>A marked increase in WeDuC use and a participation in a series of parent groups throughout the year.</p>		<p>support to further develop.</p> <p>DSL coverage is good across both sites.</p> <p>Parental engagement has increased.</p>	
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