

Pupil premium strategy statement: Mayfield School, Education Impact Academy Trust

This statement details our school's use of pupil premium (and recovery 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

Detail	Data
Number of pupils in school	310
Proportion (%) of pupil premium eligible pupils	59.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	1 year plan (moving towards a 3 year strategy from 2024/2025)
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024 (Termly review of impact)
Statement authorised by	Jon Harris CEO
Pupil premium lead	Eleanor Howells (WS) & Bianca Jackson (HR)
Governor / Trustee lead	Jon Harris CEO

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£168, 465
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£168, 465

Part A: Pupil premium strategy plan

Statement of intent

At Mayfield, we are committed to raising pupil achievement across the planned curriculum and supporting the wider developmental learning needs of our pupils which include their engagement with learning, self-help skills, communication strategies, social interaction and independence. We invest the pupil premium income received each year in providing additional support, staff training and resources based both on observed need, but also evidence from best practice and research. This will enable and equip our staff team to meet our pupils diverse learning and developmental support needs.

Our aims are for all pupils in receipt of pupil premium funding to make expected progress and to support the holistic development of pupil premium pupils, allowing them to achieve academically and have personal success, while enriching their opportunities.

Through their learning experience we want all pupils to 'know more, remember more and do more'; ensuring that their physical and mental wellbeing and development is equally valued alongside academic progress. What they learn must be relevant and apply to real life learning in preparation for the next steps and for the key skills and core values in adulthood.

Our curriculum is designed to ensure that we can adopt a flexible and personalised approach identifying key personal milestones throughout the learning journey of the child which empower pupils with the most appropriate key skills and the capacity to learn and achieve. Our Pupil Premium strategy is reflective of our curriculum intent to ensure all pupils have access to equal opportunities.

Challenges

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

Challenge number	Detail of challenge
1	Attainment: All pupils at Mayfield school have extensive and complex levels of SEND. The extent of their special educational needs and disabilities means that their attainment in all areas of the curriculum is lower than the national average.
2	Attendance: The complex medical needs of students means that they struggle to maintain high levels of attendance due to illness or medical appointments. In addition to this a large proportion of our school community have family that live abroad, and this leads to higher numbers of leave in term time requests.

3	Behaviour: Pupils have complex needs including autism and social and emotional mental health issues that contribute to emotional dysregulation. Pupils therefore have significant challenges with regulation and their readiness for learning. Interventions have inconsistent levels of impact.
4	Communication: Pupils have significant communication barriers including but not limited to non-verbal, hearing impairments & low literacy levels. This means a large proportion of our students require support to access and use their preferred modes of communication i.e. Aided language displays, communication books, symbols, Makaton & on body signing. Children at Mayfield require access to a communication rich environment through updated resources, staff training and development.
5	Reading: Pupils at Mayfield have lower than average reading and writing levels. A need to develop the literacy skills (reading) of the PP cohort, alongside the wider school community and to consolidate their skills, by putting them into practice across all areas of the curriculum.
6	External Barriers: Pupils access to wider community/ society can be limited due to their level of need. This reduces pupils opportunities to develop and experience cultural capital outside of school. Therefore, the generalisation of skills for pupils within real life learning contexts can be limited. Poor resilience and emotional well-being contribute to low aspirations. Pupils have limited experiences beyond their home life and immediate community, with factors of implications and consequence on mental health and well-being.
7	Parental Engagement: Parents play a pivotal role in the development of their child. It is essential for parents to have an informed understanding of their child's needs and how to support them to succeed both academically and personally.

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	Success criteria
Attainment: The attainment of disadvantaged students is not lower than non-pupil premium students in all curriculum areas so both groups of students equally make appropriate levels of progress	Teachers use assessment data effectively to identify gaps in learning and plan for appropriate interventions. Planned interventions for individual pupils are informed by appropriate staff CPD & training.
Attendance: Disadvantaged pupils attend school regularly (target attendance 90% & above)	Attendance data shows improvements in comparison to last academic year. Attendance for all pupils is monitored efficiently.

	Bespoke Early help and intervention to support attendance is offered to families at the earliest opportunity by pastoral managers.
Behaviour: Pupils are provided with appropriate tools and support to self-regulate enabling them to demonstrate readiness to learn and engage with their curriculum.	<p>Staff receive appropriate CPD and training. There will be a significant reduction in RPI's Staff manage, respond to and monitor behaviour effectively, regularly reviewing behaviour support plans.</p> <p>Pupils have access to the resources required to support self-regulation.</p> <p>Pupils demonstrate readiness to learn and as a result have improved attainment.</p>
Communication: Ensure that the schools TOTAL communication strategy is embedded so that disadvantaged pupils access learning and wider experiences including social interaction through preferred modes of communication.	<p>All PP students have improved levels of engagement and attainment as a result of being able to appropriately access learning and wider school experiences using preferred modes of communication.</p> <p>Staff receive appropriate CPD training to support the use of AAC (Augmentative and Alternative Communication) methods.</p> <p>Pupils have access to the resources required that support their preferred mode of communication.</p> <p>Pupils use preferred AAC to access breakfast club and practice functional communication alongside social interaction experiences.</p>
Reading: To embed and sustain a reading culture that ensures all pupils read regularly and develop a love of reading for pleasure. Pupils read regularly and have access to high quality books for personal and guided reading and parents have appropriate support and guidance to do the same within the home.	<p>All pupils are given the opportunity to consolidate basic reading skills through daily opportunities to rehearse, practice and consolidate key skills in phonics, reading, spelling and handwriting.</p> <p>Pupils receive targeted high-quality intervention to bridge the gap in reading through phonics assessment and in reference to SALFORD Reading Assessment. Staff training and CPD ensures that they are skilled & confident in the delivery of reading, handwriting and spelling.</p>
External barriers: Pupils will access regular community experiences through the delivery of the GET REAL curriculum.	<p>Pupils access locations outside of the immediate community using school transport (minibuses)</p> <p>Pupils have increased opportunities to acquire cultural capital and apply skills learned through the GET REAL curriculum to the wider world.</p>

	There is evidence of pupils applying skills learnt in the wider community i.e. collecting items from a shopping list or requesting apparatus in a local park using preferred modes of communication.
Parental Engagement: Parent engagement levels are increased. Parents feel supported and well informed about their child's needs and how to help them.	<p>Parent surveys indicate strongly that parents feel well supported and trust Mayfield school.</p> <p>Parental attendance in school is improved i.e. parents evening, coffee mornings, careers events</p> <p>There is an effective home school communication app in place. This is used to share regular updates and information.</p> <p>Parents have opportunities to access relevant support/training i.e. early bird.</p>

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)

Budgeted cost: £44,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD: Attention Autism</p> <p>Funded Training for 25 L3 TA's - 2 day face to face work shop £2,756</p> <p>Resources to implement teaching strategy across the school to promote communicating about activities and inspire learning £1,244</p>	<p>Practical Help with Autism Gina Davies Autism Centre</p> <p>A review of methods in the study of attention in autism - ScienceDirect</p> <p>A review of methods in the study of attention in autism.pdf (ed.ac.uk)</p> <p>Southampton Inclusion Buckingham (2012) stated 'it was found that the Attention Autism approach had a positive impact on the development of joint attention skills for all pupils, although at different levels.'</p>	1,3,4

Resources: Minibus leasing £21,000 To carry forward towards Variety Bus £14,000	EEF Social and Emotional Learning.pdf (d2tic4wvo1iusb.cloudfront.net) Microsoft Word - Best Practice Guidance Outdoor Learning V2 (ase.org.uk)	1,3,4,6
Teaching Assistant additional hours 330 hrs (whole year) to develop resources to support teaching and learning. £5000	Pupils with SEND require a high number of personalised resources to access their learning	1,3,4,5

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

Budgeted cost: £ 54,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SALT Chatterboxes Speech and Language therapist provision to support universal, targeted and specialist (1:1) levels £28,000	What is Augmentative and Alternative Communication and how can it benefit autistic people? (autism.org.uk) The Power of Makaton: Communication Beyond Words - LD Network Journals - Communication Matters	1,3,4,5,6
BCHT Occupational Therapy Occupational Therapist £22,000	Why is occupational therapy important for autistic children? (autism.org.uk) Occupational Therapy for Autism Spectrum Disorder Autism Spectrum Disorder Oxford Academic (oup.com)	1,2,3,4,6
Guided Reading Resources Bug Club £3,000	EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf (d2tic4wvo1iusb.cloudfront.net) Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1,4,5

M&M productions £1,000 Theatre in Education performance	Disadvantaged pupils Particularly those with SEND often do not have the wider enrichment opportunities. It is therefore widely considered to have a positive effect on student learning and mental wellbeing.	1,3,4,6
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 52,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Pastoral Manager Salary contribution</u> £50,000	Some form of targeting is usually required to use resources effectively and to avoid widening gaps, so an analysis of needs is a logical starting point. It is also important that targeting is done sensitively to avoid stigmatising, blaming, or discouraging parents. One approach is to provide a universal offer, but give extra support and encouragement to those parents with greater needs so that they are more likely to take up the opportunity EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)	1,2,3,4,6,7
<u>Environment – development of sensory space Heathfield Rd (rear of Emerald)</u> <u>£2,000</u>	Build a culture of community and belonging for pupils EEF (educationendowmentfoundation.org.uk)	1,2,3,4

Total budgeted cost: £ 150,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Each year Teachers set targets for pupils in all subject areas based on our Assessment Pathway and look up tables.



GET REAL Curriculum Assessment Framework

"Give Enough Time for REAL Life Learning"

Accreditation	Pre-entry Level											Entry Level 1			Entry Level 2			Entry Level 3			Level 1								
NC EOY Expectations												EOY1			EOY2			EOY3			EOY4			EOY5			EOY6		
Pre-Key Stage Standards	Cognition & Learning						Standard 1			Standard 2			Standard 3			Standard 4			Standard 5			Standard 6							
EYFS Development matters							Band 1		Band 2		Band 3		Band 4		Band 5		Band 6												
Journey to milestones	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21								
Old P Levels	1i	1ii	2i	2ii	3i	3ii	4	5	6	7	8																		
WellComm EYFS Toolkit	S1						S2			S3		S4		S5		S6		S7		S8		S9							
WellComm Primary Toolkit																		S1		S2			S3		S4				



For the academic year 22/23 there was no remarkable difference in attainment for pupil premium and non-pupil premium pupils. Maths has the most significant gap with PP pupils achieving 3% less than non pp pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Speech and Language therapy	Birmingham Traded Services
Non Verbal Drama	Open Theatre

Occupational Therapy	Birmingham traded Services
Educational Psychology	

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
<p>The impact of that spending on service pupil premium eligible pupils</p>

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.