

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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

Detail	Data
School name	Fairfields School
Number of pupils in school	123
Proportion (%) of pupil premium eligible pupils	30.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Although a 3 year plan is recommended, due to COVID 19 and a new leadership team, it had been decided that the plan will be written for one academic year and then be reviewed to include 3 years in the future.	
Date this statement was published	Draft: Nov 2021 Final: Dec 2021
Date on which it will be reviewed	Feb 2022 and July 2022
Statement authorised by	Lesley Elder (HT) Charlie Furniss (PP Reviewer) Scott Kelly (PP Governor)
Pupil premium lead	Lesley Elder (Headteacher)
Governor / Trustee lead	Scott Kelly (PP & LAC Governor)
Review Periods	April 2022 July 2022

Funding overview

Detail	Amount: 2020-2021	Amount: 2021-2022
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	9816.95	13567.85
Pupil premium funding allocation this academic year	56609.67	52665 (estimate)
Recovery premium funding allocation this academic year		£11310
Total budget	66426.62	77542.85
Spend	52858.77	
Remaining balance	13567.85	

Part A: Pupil premium strategy plan

Statement of intent

Fairfields is 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 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 Behaviour
- Independence Skills
- Communication Skills
- Cognition and Learning
- Movement and Mobility
- Social Interaction

Challenges

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

Challenge number	Detail of challenge
1	Social interaction and communication difficulties
2	Independence: Pupils need to develop their physical abilities to access learning as independently as possible.
3	Emotional well-being / emotional regulation
4	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.

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
Improved 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.

<p>Improved sensory regulation and access to learning</p>	<p>Individual pupils' behaviour data using assessment for all framework will show progress. Pupils are able to regulate using personalised approaches to ensure they are ready to learn. Pupils are able to access their learning through the correct position, equipment and facilitation being used.</p>
<p>Increased levels of independence through improved physical development, improved emotional wellbeing and improved access to learning</p>	<p>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.</p>
<p>Families accessing advice and training in order to support their child's SEN at home</p>	<p>Parents report that they feel well supported and have enough information to support their child's development at home.</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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved communication skills - SALT employed for extra two days 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 two therapists one day per week. For the past four years we have commissioned additional SALT support which has resulted in outstanding pupil progress. We feel that additional support not only supports the development of our pupils' communication it also helps develop staff and parents knowledge and skills.	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. Due to the success of using PP funding for additional SaLT provision, 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.	1 2 3

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

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 occasion maintain) which has a positive impact on their access to learning and levels of independence as well as promoting their emotional well-being.	2
Improved personal development: emotional wellbeing – Music Therapy	Identified pupils to access weekly music therapy sessions delivered by qualified therapist. Music Therapy is a recognised approach which effectively promotes emotional wellbeing.	1 2 3

Improved personal development - Magic Makers – Lunchtime club	Identified pupils attend daily lunchtime group sessions.	2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support – Family Support Worker	We wish to continue providing our families with advice and support to enable them to support their child at home.	3 4

Total budgeted cost: £77542.85

Area	Activity	Total Cost	Financial Year Split	
			Sept 21 – Mar 22 (7/12)	Apr 22 – Aug 22 (5/12)
Teaching	SaLT	£14400	8400	6000
	OT	£10500	10500	0
Targeted	CE (50% of Salary)	£19142.21	11166.28	7975.93
	Music Therapy	£16500	9625	6875
	Magic Makers (contribution to salary)	£4670.88	2724.68	1946.20
Wider Strategies	Family Support (50% of Salary)	£12329.76	1792.36	5137.40
Total Spend		£77542.85		

Part B: Review of outcomes in the previous academic year 2020-2021

Pupil Premium income and spend 2020-2021

	Allocated	Actual	Variance
Funding + Carried Forward	70243.32	66426.62	3816.70

Area	Activity			
Teaching	SaLT	14890	£13565.70	1324.30
	Communication Resources	5413.26	£0	5413.26
	Communication Champions	4444	2819.38	1624.62
Targeted	CE (50% of Salary)	18925.80	£19016.42	£90.62 (os)
	Music Therapy	9289.80	£0	9289.80
	Magic Makers	5268.71	5313.02	£44.31 (os)
Wider Strategies	Family Support (50% of Salary)	12011.74	12144.25	£132.51 (os)
Total Spend		70243.32	52858.77	17384.54

Pupil premium strategy outcomes

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

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 roles are making in school. Pupils, parents and staff receive timely advice and support as a consequence, pupils are making pleasing progress with their communication development. Using a collaborative approach, the SALT are able to training staff while supporting pupils, enabling speech and language programmes to be an integral part of day to day practice. "There has been a continued increase in staff members recognising the value and importance of communication and also demonstrating enthusiasm and passion to further support the children in their class." Learning Walk evidence the wide range of communication systems used throughout school. Modes of communication are personalised resulting in each child having a preferred approach that meets their communication needs.
Improved communication skills - Communication Champions	The communication champions supported the work of the SaLT across the school. Each champion received training from the SALT, up skilling them in their role. They were also given additional time after school to make resources to link communication to learning. They have raised the profile of communication in each class, and have supported the teacher in facilitating effective communication and ensuring the pupils have personalised communication systems in place. Annual Review Reports showed that pupils made progress against their communication outcomes.

Improved physical development – Conductive education	Conductive Education continues to be a strength of the school. During 2020-2021 36 pupils benefitted from regular weekly attendance at focused CE lessons. Our CE teacher successfully supported families during lockdown by sharing ideas through telephone discussions and by sending CE programmes home for families to work through. She also supported the Key worker children in school with physical needs as well as support learning in the wider curriculum, supporting pupils in accessing this.
Improved Personal Development: Emotional Well-Being – Music Therapy	Due to COVID-19 unfortunately Music Therapy wasn't accessed. This was due to lack of space within the school building to enable this to be facilitated effectively. This money will be carried over so pupils can access these sessions in 2021/22.
Improved personal development – magic makers	By having a designated member of staff for magic makers ensures that effective enrichment can be provided at lunchtime for this group of pupils. Engagement with Songs, sensory stories and music enable these pupils to develop their social and communication skills. During academic year 20/21 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, during Lockdown our Family Support Worker also carried out welfare checks, supporting some of our most vulnerable families. Her dedication for our families supports the partnership between home and school.