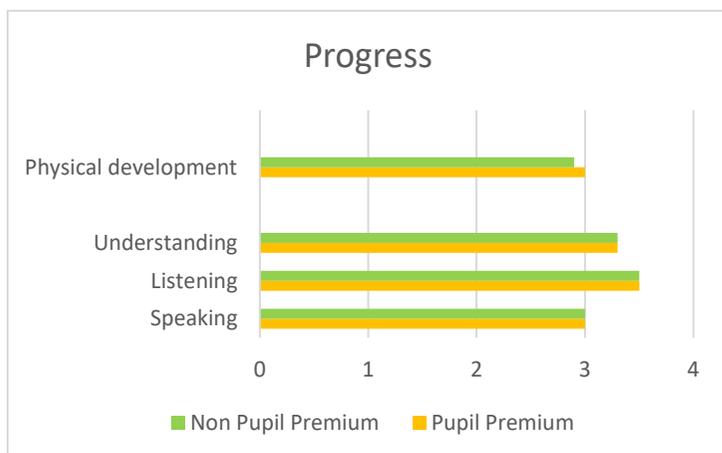


Pupil Premium Strategy Impact 2018 - 2019

1. Summary information

School	Fairfields School				
Academic Year	2018-2019	Total PP budget received during 2018-2019	£50,400	Date of most recent PP Review	N/A
Total number of pupils	118	FSM Care Leavers Looked After Children	28 3 3	Date for next internal review of this strategy	July 2019

2. Progress 2018-2019



Analysis from internal data, using our Assessment for All framework, lesson observations, Annual Review Reports and discussion with parents/carers demonstrates that the majority of pupils are remembering and learning more and applying their skills in a range of contexts.

There is no variation between the outcomes for pupils entitled to Pupil Premium and their peers.

Review of expenditure 2018-2019				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
a. Improved communication skills	SALT employed for extra two days per week to enhance NHS SALT provision	<p>Analysis of data from our Assessment for All framework shows that the vast majority of pupils made progress with their listening, understanding and communication skills. The average step progress was 3; no variation between pupil premium pupils and non-pupil premium pupils.</p> <p>C&L Listening 97% PP made progress 98% Non PP made progress</p> <p>C&L Understanding 91% PP made progress 92% Non PP made progress</p> <p>C&L Speaking 94% PP made progress 89% Non PP made progress</p>	<p>An evaluation report written by our commissioned NHS SALT clearly outlines the difference her role is making in school. Pupils, parents and staff receive timely advice and support as a consequence pupils are making pleasing progress with their communication development.</p> <p>Lesson observations 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.</p> <p>Due to the complex communication needs of our pupils we intend to continue with this approach.</p>	SALT £14,934
	Introduction of colourful semantics	<p>Parent views from our July Parent Survey are positive.</p> <p>Whole school training has supported staff knowledge and skills in the colourful sematic approach. Evidence of application has been observed during lesson observations.</p>	<p>Whole school training successful introduced colourful semantics as a worthwhile approach. Staff have varying degrees of confidence. Observations of colourful semantics in practice were very positive; strong evidence of the approach supporting pupils communication.</p> <p>Attention is being given to updating our symbol programme (communication in Print) to the most recent version. Funding has been allocated in order to buy this software (£2500)</p>	

ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
B. Improved physical development	Conductive education	<p>Our CE evaluation report as well as individual progress reported in pupils' Annual Review reports clearly outlines the progress achieved through attendance at weekly Conductive Education sessions.</p> <p>Analysis of data from our Assessment for All framework shows that pupil premium pupils made 3 steps progress and non-pupil premium pupils 2.9 steps progress.</p> <p>3 LSAs now qualified Conductive Education Assistants</p>	<p>Conductive Education continues to be a strength of the school. During 2018-2019 35 pupils benefitted from regular weekly attendance at focused CE lessons.</p> <p>Our CE teacher successfully trained 3 LSAs who graduated in July 2019 as qualified CE assistants. This supports delivery in the movement room as well as in classrooms.</p> <p>Our CE teacher also provided valuable support and guidance when we reviewed the physical development section in our Assessment for All framework.</p> <p>Due to the complex physical needs of our pupils we intend to continue with this approach.</p>	£13,000
B. Improved Personal Development: Emotional Well-Being	Music Therapy	<p>Identified pupils benefitted enormously from 1:1 Music Therapy sessions. These sessions enabled them to:</p> <ul style="list-style-type: none"> • develop ways of sharing and exchanging expressive forms of communication. • use musical stimuli and corresponding activities as a device which facilitated and promoted longer durations of sustained focus and attention. 	<p>Individual pupil reports written for parents / carers, by our music therapist, clearly outline the benefits that children gained during these sessions.</p> <p>In addition to music therapy a small group of pupils accessed weekly rock band sessions. This nurtured their well-being as well as providing opportunities for them to practice their social and music skills.</p> <p>We intend to continue this approach next year.</p>	£6,282

iii. Other Approaches

<p>C. Family Support</p>	<p>Family Support Worker</p>	<p>The vast majority of parents report that they feel well supported and have enough information to support their child's development at home.</p> <p>Results from our Annual Parent Survey were extremely positive.</p>	<p>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.</p> <p>We intend to continue with this approach next year.</p>	<p>£15,400 partial funding</p>
<p>D. Engagement</p>	<p>Personalised resources</p>	<p>IPad purchased for individual pupils to support their independent learning.</p> <p>Lego purchased to support Lego Therapy.</p>	<p>Lego Therapy was introduced this academic year following staff training. Lego therapy is a suitable approach for pupils at our school. Pupils in the group achieved targets set e.g. communicating using clear instructions.</p> <p>We now have lego resources and staff suitably trained.</p>	<p>£784</p>
				<p>Total £50,400</p>