

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium and recovery premium for the 2023 to 2024 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, future years 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	124 (October census)
Proportion (%) of pupil premium eligible pupils	31.5% (39 pupils – October census)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	Dec 2024
Date on which it will be reviewed	April 2025 and July 2025
Statement authorised by	Lesley Elder (HT) Katie Usher (PP Governor)
Pupil premium lead	Lesley Elder (Headteacher)
Governor / Trustee lead	Kate Usher (PP & LAC Governor)
Review Periods	April 2025 July 2025

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60290
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£21885.29
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>	£82175.29

Part A: Pupil Premium Strategy Plan

Statement of intent

Fairfields is a Special Primary School educating children with severe or profound and multiple learning disabilities, including Autistic Spectrum Disorder and complex medical needs. 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.

The Pupil Premium guidance states:

Pupil premium is not a personal budget for individual pupils, and schools do not have to spend pupil premium so that it solely benefits pupils who meet the funding criteria. It can be used:

- *to support other pupils with identified needs, such as those who have or have had a social worker, or who act as a carer*
- *for whole class interventions which will also benefit non-disadvantaged pupils*

Due to the nature of our setting and the complex needs of our pupils, both these points apply to us.

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 academic attainment and/or 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 independence - Be able to understand and access the world around them with increasing independence.
- Self-regulation and sensory processing - Improve their ability to self-regulate including improving their resilience and emotional literacy skills.
- Communication Skills - Develop meaningful and effective forms of communication so that they can confidently communicate during a variety of situations
- Cognition and Learning - Use their cognition and learning skills to discover and make sense of the world around them as well as using their functional skills with increasing independence.
- Movement and Mobility
- Social Interaction - Improve their social skills and social understanding to build and maintain relationships with their peers.

Our strategy is driven by the individual needs and strengths of each pupil, based on formal and informal assessment, not assumptions or labels. This helps us ensure that we offer them the relevant skills and experience they require to be prepared for their next stage of education.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. We have used a variety of evidence bases to identify these areas.

Challenge number	Detail of challenge
1	<p>Social interaction and communication difficulties: The vast majority of pupils have communication or speech and language difficulties. Many pupils are non-verbal or have limited language and require a preferred communication device. They need support to develop their skills to ensure that their wants and needs are heard in a variety of contexts. It is essential that pupils have a voice. Additionally, all have social interaction difficulties. Pupils generally have language comprehension difficulties.</p>
2	<p>Independence: The EHCP as well as observations and assessment show that many of our pupils have challenges with their physical needs. They require support in accessing their learning and the environment as independently as possible. These independent skills also include self care e.g. feeding, toileting, dressing.</p>
3	<p>Emotional well-being / emotional regulation/sensory processing: Many of our pupils have delayed social and emotional skills. This is identified in their EHCP and all pupils within school have a positive behaviour support plan. Many struggle to self regulate their behaviour. This can be due to sensory processing difficulties or Adverse Childhood Experiences (ACEs). Some of our pupils have had experiences which are highly stressful, and potentially traumatic. Pupils need support to help regulate themselves to enable them to be ready to learn.</p>
4	<p>Family Support: 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. Support is also needed for the family in recognising and accessing services which are available to them to enhance their life experiences, as well as support for behaviour, attendance and medical needs.</p>
5	<p>Cognition and learning difficulties: All pupils have profound to severe cognition and learning difficulties as outlined in their EHC plans. Assessment tells us that pupils require support to develop their reading, writing and maths skills so that they can apply these skills in their everyday lives. They also need support to develop their attention, ability to problem solve and reason. Equally, they need to develop strategies to help them retrieve and recall information. The development of the essential skills e.g. communication, physical and personal and social, need to be developed and embedded to ensure that good progress is made in other areas of the curriculum. These skills are enhanced and enriched through creative approaches using art and music.</p>
6	<p>Aspirations: Developing their cultural capital experience Following on from the effects of the COVID 19 lockdown as well as the cost-of-living crisis, we have found that pupils' experiences of the world around them has decreased significantly resulting in limited enrichment opportunities. Disadvantaged pupils generally have fewer opportunities to develop cultural capital outside the school.</p>

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
Pupils can use a range of communication systems to aid their understanding and to develop expressive 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.
Improved sensory regulation and access to learning	Individual pupils' behaviour data using assessment for all framework will show progress. Pupils are regulated and ready to learn or have strategies in place to support them to regulate, this will include some pupils having an individual sensory diet. Staff are trained and have confidence in supporting pupils who are dysregulated. Staff are aware of the difficulties pupils may have regarding trauma. Within our setting staff will know the wider context of trauma. Monitoring shows that pupils are engaged and have a positive attitude towards learning.
Increased levels of independence through improved physical development, improved emotional wellbeing and improved access to learning. Pupils have greater confidence and independence to help them engage more with the wider community and prepare for their next stage in education.	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. Pupils are able to access their learning through the correct position, equipment and facilitation being used.
Increased support to parents and families, improving the access to services and ensuring that provisions in place for home and school to support learning and development.	Parents report that they feel well supported and have enough information to support their child's development at home. Increased parental engagement results in pupil making progress either with academic learning or personal and social development Improved attendance for pupils with low attendance.
The vast majority of pupils will make at least 2 steps of progress in English and / or against their communication EHCP outcome.	Performance information will show progress in English/Communication. Phonic assessments will show pupils progress. Pupils' learning journals will demonstrate that they are remembering and learning more and using their skills in a variety of contexts. Pupils EHCP

	outcomes (Evidence for learning) will show progress in communication skills.
The vast majority of pupils will make at least 2 steps of progress in Maths and / or against their cognition and learning EHCP outcome.	Performance information will show progress in Maths/Cognition and Learning. Pupils' learning journals will demonstrate that they are remembering and learning more and using their skills in a variety of contexts. Pupils EHCP outcomes (Evidence for learning) will show progress in cognition and learning skills.
Increased pupil engagement in learning as well as a breadth of extra-curricular and enrichment activities for disadvantaged pupils.	Disadvantaged pupils will access a range of learning opportunities including educational visits, which will have a positive impact on their learning. Pupils entitled to PP will be financially supported to attend school trips/ residential. Log of enrichment activities shows pupil's participation / attendance.

Activity in this academic year

This details how we intend to spend our pupil premium **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 day per week to enhance NHS SALT provision (25 days across the year)	<p>Many of our pupils have communication difficulties requiring personalised communication modes to secure positive outcomes. Currently the SALT provision from NHS is limited to the children identified by the service and the intervention package they are allocated.</p> <p>Pupils need to be able to communicate their wants and needs. They also need to be provided with opportunities to socially communicate. The ability to communicate enables pupils to engage in activities across the curriculum as well as having confidence to communicate their ideas and with each other.</p> <p>We feel that this additional support not only supports the development of our pupils' communication it also helps develop staff and parents knowledge and skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	1 2 3
Improved sensory regulation and access to learning – OT employed for a day a week (25 days across the year)	<p>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. Occupational therapy intervention is proven to impact on improving the communication, interaction skills and motor skills of some of the most complex pupils. Children are more regulated following intervention which reduces anxiety and increases these</p>	1 2 3

	<p>pupil's opportunities to thrive and achieve in what can be an overwhelming environment.</p> <p>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.</p> <p>We would like to work with the OT to support us in setting up sensory circuits in school. A sensory circuit is a form of sensory integration intervention. It involves a sequence of physical activities that are designed to alert, organise and calm the child. The sensory circuit aims to facilitate sensory processing to help children regulate and organise their senses in order to achieve the 'just right' or optimum level of alertness required for effective learning. The circuit should be an active, physical and fun activity that children enjoy doing.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies</p>	
Purchasing of assistive technology/digital technology and the relevant software	<p>Technology not only is an a great resources to enhance high quality teaching and learning but for some of our pupils it is a way of accessing the curriculum and promoting independence or communication. Consideration needs to be given to the equipment being purchased and how this will be used by individual pupils as well as consulting with other professionals e.g. OT to ensure the positioning and access to the device is appropriate.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216</p>	1 2 5
Physical Activity	<p>Physical activity has important benefits in terms of health, wellbeing and physical development. For some of our pupils it supports emotional regulation, while others it supports their independence skills or their cognition and learning, through enhancing their attention control and fine motor skills through gross motor movement.</p> <p>Consideration needs be to given to the resources being purchased to and how these will be used for different groups of children when they access our soft play room.</p> <p>Having opportunities to also develop physical activities while outside are also essential for enhancing learning. Consideration needs to be given to the resources being purchased to support the delivery of the curriculum through outside learning and how this can be enriched through Forest School.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	2 3 5
High quality resources to support the teaching of phonics.	<p>Phonics is a supportive resource for many pupils when learning how to read and the DfE have stated that schools need to follow a systematic synthetic phonics programme to support learners. Phonic approaches have been found to be consistently effective in supporting pupils to master the basics of reading, with an average impact of an additional five months' progress for those who are phonologically ready.</p> <p>Within our setting phonics starts with immersive and sensory sounds for pupils to learn skills of phonological awareness, this then progresses to systematic synthetic phonics. Effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a</p>	5

	<p>successful literacy strategy. Pupils who are supported in their reading, and who are able to read, are able to access more of the curriculum which leads to improved outcomes and helps prepare them for the next stage of their education.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://monsterphonics.com/df-validation/</p>	
Enriching the curriculum	<p>Participation in approaches that enrich the curriculum can have a positive impact on academic outcomes. As well as it having an impact on the outcomes within Maths and English, the engagement in enrichment activities that enhance learning are highly valuable across the curriculum and to support the outcomes of EHCPs.</p> <p>There are clear links between music e.g. rhythm and beat and the learning of reading and links between art e.g. fine motor and writing. The creative arts are an effective way to really hook the children and engage them in their learning. Also having opportunities to work with experts in this field e.g. musicians, artist, dances enhances this learning further through enriching the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>https://www.lotc.org.uk/educators/i-work-in-education/lotc-what-and-why/</p> <p>https://cfey.org/reports/2024/04/education-and-enrichment/</p>	

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	<p>Approximately 30% of pupils need to access physical development programmes to help them develop greater control of their movements.</p> <p>Analysis from previous year’s evaluation reports shows that pupils make progress (or on occasions maintain) which has a positive impact on their access to learning and levels of independence as well as promoting their emotional well-being.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/physical-development-approaches</p>	2
Purchasing of resources linked to personal development and input from SaLT to support complex feeding needs	<p>Approximately 30% of pupils require access to adaptive equipment to allow them to be as independent as possible. This is particularly important when feeding.</p> <p>https://www.wyvalley.nhs.uk/media/678899/wvt-feeding-skills-leaflet.pdf is an example of advice to OTs outlining the importance of feeding skills.</p> <p>For some of our pupils their complex feeding difficulties can impact on their attainment, attendance and general wellbeing. By working</p>	2

	<p>with a SaLT who specialises in feeding we can support children with their diet, supporting wellbeing, confidence around food and improve their general health, which in turn will impact their learning.</p> <p>https://sltforkids.co.uk/feeding-clinic/problems-we-help/sensory-based-feeding-difficulties/#:~:text=Speech%20and%20language%20therapy%20has,Promote%20weight%20gain%20and%20growth.</p>	
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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	<p>Our Family Support Worker has successfully supported and engaged parents for the past few years. This has a positive impact on pupil attendance and engagement in their child’s learning and experience in school.</p> <p>We wish to continue providing our families with advice and support to enable them to support their child at home. By designing and delivering effective approaches to support parental engagement, as a school we may be able to support parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading.</p> <p>We want to extend the range of ways we engage with parents to enable us to liaise we more of our families across the school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	3 4

Total budgeted cost: £82175.29

Area	Activity	Planned Spend (April Review)
Teaching	SaLT (1 day – 25 weeks)	£10500
	OT (1 day – 25 weeks)	£10500
	Assistive Technology/Digital Technology/AAC	£10632.48
	Software	£2000
	Phonics (ebooks/resources)	£2000
	Enrichment Opportunities inc school trips and visitors in school	£1436.30
	Sensory Circuits	£1000
Targeted	CE (contribution to salary)	£22865.26
	Forest school	£513.70
	Complex feeding Salt input.	£1600
	Soft Play Equipment	£3000
Wider Strategies	Family Support (contribution to salary)	£16127.55
Total Spend		£82175.29
Remaining budget		£0

Part B: Review of outcomes in the previous academic year 2023-2024

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year. Full reports can be found in the Pupil Premium File

Improved communication skills - SALT employed for one day per week to enhance NHS SALT provision

An evaluation report written by our commissioned Speech and Language Therapist, provided by Powerful Voices clearly outlines the difference their role is making in school.

Overview of the impact of support:

- We have worked together to implement some whole school approaches. School staff are now starting to use more consistent approaches e.g., whole class timetable, Fitzgerald key – this is an ongoing area that the school are developing.
- Students are getting access to the most appropriate AAC to support their communication, reducing frustration, supporting independence etc.
- Students were then provided with AAC to support them with access to more communication with others and staff supported on where to go next with AAC or advice on where to go next to prepare the child for a future AAC referral.
- Students with limited functional communication and physical needs are able to communicate more complex ideas. Joint work has meant that we have been able to prioritise support for students and get advice from each other

Sadie Woodward – Powerful Voices

Improved sensory regulation and access to learning – OT employed for a day a week

An evaluation report written by our commissioned Therapist, provided by Powerful Voices clearly outlines the difference their role is making in school.

Overview of the impact of support:

- We have used a more class based approach this year to support children with their sensory needs. This has allowed more opportunity for discussion with classroom staff and to be able to provide a more a universal approach that is beneficial for more children across the school.
- A timetable for the SI room has been created to ensure classes have allocated times in which to take individual children to the room and to ensure more availability to the whole school. Using the room for children on an individual basis has better enabled them to regulate within the space and has created an important opportunity for them to engage and interact with adults in a quiet space.
- Feedback would indicate that children are responding well to using the room individually and are better able to regulate. Children are responding well to the opportunity for 1:1 interaction within a quiet space. Staff have also fed back that for some children having allocated times as part of their schedule has supported their overall regulation throughout the day and during difficult transitions.
- The therapeutic resources purchased last year have been used to loan out to classes to trial with individual pupils. Staff have reported that some children have responded very well to having specific equipment available within the classroom and has helped increase to increase their regulation and engagement in the classroom.

Clare Davenport – Blossom Children's OT

Improved physical development – Conductive Education

Conductive Education continues to be a strength of the school. An evaluation report written by our conductor clearly outlines the difference their role is making in school

- I updated the CE Framework adding more skill sets to dovetail the document with our children's needs and reflect their achievements, progress more efficiently. I also created a new ICE (Individual Conductive Ed.) plan format, making sure the set outcomes are closely linked to the EHCPs. I wanted to create a document which is easier to use in everyday life and to support teachers, staff and parents to understand the "Why" and the "How" behind each outcome. The feedback was great, so I believe it was successful.
- I was also carried on being part of the PE/ Maths learning team, supported them to incorporate the CE principles and values. We also planned and delivered a very successful sports day; we had lots of parents participating.
- We had a very successful celebration evening for parents where parents had the opportunity to see the CE room settings and had a catch up with me regarding to their child's development.
- The school for parents group ran smoothly after restarting just before Christmas. I had 5 regular children attending with their parents, and one of them started at Fairfields in EY in September.
- In spring, Fairfields had its Ofsted inspection, when CE was also observed and during the joint interview with the PSHE lead, I was able to promote and explain to the inspector the importance of the CE holistic approach and how CE approach can form the children's everyday life.

Benigna Constantinou - Conductor

Family Support – 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. Her dedication for our families supports the partnership between home and school.

Purchasing of resources linked to personal development

Adaptive equipment was purchased to support children at lunchtimes and Snack times with feeding. Having the appropriate resources enable the children to eat as independently as possible, facilitated by an adult where needed. By having the right equipment for feeding, also promoted children's confidence and self esteem.

Supporting attendance

The Educational Physiology service were commissioned to complete EBSA intervention for two children in school. The intervention was successful for one pupil where, alongside working with the family, returned to school and consistently attended school for the remainder of the year. Unfortunately, the second intervention couldn't be carried out successfully due to contributing factors around the child's absence. While the intervention itself had varying impact, the knowledge and skills of staff in school around the topic of EBSA has increased enabling us to support children more effectively in the future.

Physical Activity – Soft Play Resources

A range of appropriate resources have been purchased for our soft play room. These have enabled the children to use the space to enhance and enrich their personal development skills. The resources enable the children to focus on their fine motor, gross motor and coordination skills while also promoting opportunities for working with peers and completing activities independently. There are also resources linked to sensory integration to give the space multi purpose.

High quality resources to support the teaching of phonics.

The English team focussed on developing the new Monster Phonic Scheme across school. Multiple copied of the Monster Phonics Reading scheme has been purchased to provide opportunities for the children have access to resources when they are ready. Monster Phonics is only at the beginning stages of implementation in school however, when Fairfields has their Ofsted Inspection in March 2024 the report highlighted the following: *Reading is at the heart of the curriculum. Pupils listen to stories, handle objects to deepen their understanding, read in different contexts and, as appropriate, use their phonics knowledge to decode words. Pupils understand the importance of reading and enjoy their phonics lessons. One pupil exclaimed, 'This is so much fun!' as she learned new sounds.*

Purchasing of AAC/assistive technology/digital technology and the relevant software

This part of the strategy has not been funded yet and will be carried forward into 2024/2025. The Scientific Technologies team have been researching the most appropriate resources to enhance our Computing and Communications curriculum. They have identified the need to review the computing and communication

knowledge maps to ensure the skills are developmentally appropriate and identify any gaps. Then resources can be purchased to support this teaching and learning.

The other barrier to this part of the strategy is the IT infrastructure within school. There are currently some challenges with our cloud based network and as a team we are reluctant to develop this further until this have been sorted.

Enriching the curriculum through the creative arts

This part of the strategy has not been funded yet and will be carried forward into 2024/2025.

The enrichment plan was completed in academic year 23/24 and was slowly introduced across the school.

Now this is at a point to be embedded, the funding can be used to support the different experiences for the children across the school.

All full evaluation reports can be found in the PP section of the leadership and management file 22/23.