

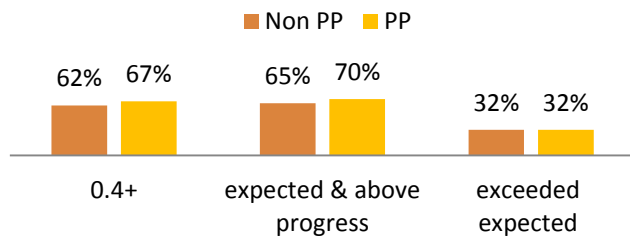
Pupil Premium Strategy Impact 2017 - 2018

1. Summary information

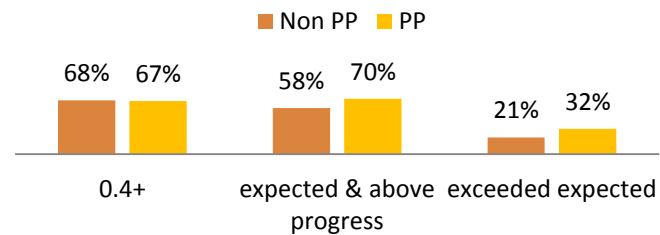
School	Fairfields School				
Academic Year	2017-2018	Total PP budget	£50,100	Date of most recent PP Review	N/A
Total number of pupils	110	FSM Care Leavers Looked After Children	25 3 6	Date for next internal review of this strategy	July 2018

2. Progress 2017-2018

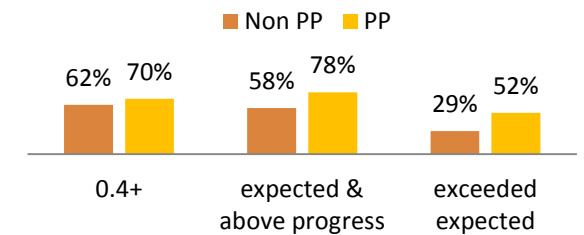
Reading progress



Writing progress



Number progress



At Fairfield's School we expect a majority of pupils to make 0.4 point progress each year. Analysis of progress using average point score shows that there is no variation between the progress of pupil premium pupils and their peers. Average progress for both cohorts in Reading = 0.5 / Writing = 0.5 / Number = 0.6

When looking at expected progress (end of year targets) a large majority of pupils in both cohorts made at least expected progress. Pupil premium pupils achieved particularly well in writing and number compared to their peers.

3. Review of expenditure

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
Improved communication skills	SALT employed for extra two days per week to enhance NHS SALT provision	<p>Pupils made great progress with their communication; individual pupils' MAPP (measuring and assessing pupil progress) assessments show progress for a vast majority of pupils.</p> <p>Whole school progress in</p> <p><u>Listening:</u> 70% made 0.4 progress 76% at least met their expected target 34% exceeded their expected target</p> <p><u>Speaking:</u> 63% made 0.4 progress 69% at least met their expected target 33% exceeded their expected target</p>	<p>Feedback from SaLT:</p> <p>There has been a huge increase in the presence of communication systems within the classrooms (e.g. PECS books, communication boards/books/flipbooks, E-tran frames, switches, iPads, etc.). Communication systems are easily accessible e.g. communication boards within the environment; use of whole-class and personal schedules; now/next visuals; 'not available' symbols, etc.). As a consequence many of the children are making such good progress with their communication that they are meeting their SALT targets more quickly and therefore having targets updated more regularly.</p> <p>Staff also report that they feel well supported and better able to meet pupils' communication needs.</p> <p>We intend to continue with this approach.</p>	£17,000

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	Pupils accessing Conductive Education will gain greater control over their movements leading to increased confidence, skills and independence.	<p>Progress of those pupils accessing CE was reported to parents / carers in their child's Annual Report to parents / carers in July 2018. CE continues to be of benefit for our pupils as it supports both the maintenance of movement as well as physical development.</p> <p>This year our CE teacher has been training 4 LSAs to become a CE assistant. This is a recognised qualification through CE institute. Trained staff results in the transference of learning from the movement room to the classroom.</p> <p>We intend to continue with this approach.</p>	£11,000
B. Improved personal development: emotional wellbeing	Music therapy	Improved emotional awareness and well-being.	<p>Due to the resignation of our previous music therapist therapy didn't start until the summer term when we successfully found a new therapist from Northamptonshire Music and Performing Arts Trust. Individual pupil reports written for parents / carers, by our new 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>	£2420
A. Improved sensory regulation	Specialist OT to work with teachers/staff to lead small group sessions, develop personalised sensory integration programmes, model programmes, monitor and evaluate	<p>The specialist OT we commissioned made a difference beyond our pupil premium pupils. Staff continued to carefully consider how to support pupils' sensory regulation to help them be ready to learn. A variety of resources were provided to help pupils prepare and relax following an adult directed task as a result pupils had greater success self -regulating their behaviour ready to learn.</p> <p>Success criteria met.</p>	<p>Input from OT has resulted in consolidation of staff learning, provision of sensory resources such as the TAC PACS, relaxation tools in class, PowerPoints for big body movement sessions, sensory diet cards and worksheets for staff and advice and support, and the occasional fine motor skills programme.</p> <p>Due to the successful input from commissioned specialist OT support for the past few years staff have gained sufficient knowledge , skills and understanding to continue to provide sensory integration programmes. As a consequence we will not be continuing with this approach next year.</p>	£9,000

iii. Other approaches				
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. Family Support	Family Support Worker	<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>Attendance of those pupils whose attendance caused concern improved.</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 team support Early Help Assessments, attend Child In Need meetings, carry out home-visits and liaise wherever possible with a variety of other agencies.</p> <p>The number of pupils recorded as persistently absent reduced following close monitoring and support for identified pupils.</p> <p>We will continue with this approach next year.</p>	£10,680 partial funding

Total £50,100

The pupil premium funding is used very effectively. There is no difference between the progress made by disadvantaged pupils and that of non-disadvantaged pupils. Both groups of pupils make excellent progress.



Teachers know pupils very well and use this knowledge to provide appropriate learning for them. For example teachers skillfully adapt learning for pupils different needs. This inclusive practice is common throughout school.

Almost all parents and carers are extremely positive about the school.

Attendance is higher than the national average for special schools. When pupils are absent, effective monitoring procedures ensure that they return to school as quickly as possible.