

Newfield School Pupil Premium Strategy Statement 2019/20

1. Summary information					
School	Newfield School				
Academic Year	2019 / 20	Total PP budget	£67,670	Date of most recent PP Review	n/a
Total number of pupils	177	Number of pupils eligible for PP	59	Date for next internal review of this strategy	July 2020

2. Current attainment	Pupil Premium Students	Non Pupil Premium Students
Percentage progress in English	36	35.5
Percentage progress in Maths	25	33

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Communication, interaction and engagement skills are significantly lower for the majority of pupils (Pupil Premium and non-Pupil Premium eligible) as a result of pupils' special educational needs (many pupils are non-verbal or make use of speech output devices).
C.	Literacy (reading and writing) skills are significantly lower for the majority of pupils (Pupil Premium and non-Pupil Premium eligible) as a result of pupils' special educational needs (many pupils experience difficulty with their fine and gross motor skills).
D.	Numeracy skills are significantly lower for the majority of pupils (Pupil Premium and non-Pupil Premium eligible) as a result of pupils' special educational needs (many pupils experience difficulty with their fine and gross motor skills).
E.	Physical development (fine and gross motor skills) are significantly lower for the majority of pupils (Pupil Premium and non-Pupil Premium eligible) as a result of pupils' special educational needs.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
F.	Lack of enrichment activities outside of school compared to non PP children due to financial constraints or lack of opportunities available because of school transport.
G.	Sensory impairments – visual and hearing impairments lead to learning barriers

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve communication and interaction skills of pupils eligible for Pupil Premium.	Pupils eligible for Pupil Premium in all years will make rapid and sustained progress (relative to their individual starting points, capabilities and special educational needs) by the end of the year so that almost all pupils eligible for Pupil Premium make expected, or above expected, progress in their communication and interaction.
B.	Improve cognition and learning skills of pupils eligible for Pupil Premium.	Pupils eligible for Pupil Premium in all years will make rapid and sustained progress (relative to their individual starting points, capabilities and special educational needs) by the end of the year so that almost all pupils eligible for Pupil Premium make expected, or above expected, progress in their cognition and learning.
C.	Improve social, emotional and mental health development of pupils eligible for Pupil Premium.	Pupils eligible for Pupil Premium in all years will make rapid and sustained progress (relative to their individual starting points, capabilities and special educational needs) by the end of the year so that almost all pupils eligible for Pupil Premium make expected, or above expected, progress in their social, emotional and mental health.
D.	Improve sensory and physical skills of pupils eligible for Pupil Premium.	Pupils eligible for Pupil Premium in all years will make rapid and sustained progress (relative to their individual starting points, capabilities and special educational needs) by the end of the year so that almost all pupils eligible for Pupil Premium make expected, or above expected, progress in their sensory and physical skills.
E.	Increased access to enrichment activities for PP pupils	Increased uptake of PP pupils and families in enrichment activities

5. Planned expenditure					
Academic year	2019/2020				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
High 'quality first teaching' will be a focus for CPD and planning will show how the curriculum is personalised for all learners	CPD School policy documents Identification of pupil barriers to learning Planned, tracked interventions in place	There has been a recent reorganisation of classes / age groups. This means that school need to focus on ensuring consistency of QFT throughout the school in the new pathways system	CPD for staff Development of personalised curriculum School planning format developed and used planning format to show curriculum personalisation Tracking shows impact of QFT Monitoring cycle to include Learning walks Pupil progress scrutiny Pupil progress reviews Lesson monitoring	SLT	July 2020
Improve and develop skills in the four areas of need for all learners	Teachers to meet termly to moderate pupil work samples. All teachers and support staff provided with access to a comprehensive programme of training and development. Teacher to meet termly with colleagues from other special	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest that ensuring teachers and support staff have access to regular, ongoing, high quality training and development opportunities is an effective way to improve attainment,	SLT to plan and coordinate a comprehensive programme of training and development Liaise with other special schools to coordinate a programme of termly meetings.	SLT	July 2020
Total budgeted cost					£6,940

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved communication, interaction and engagement skills.	PECS implementation that require support from 2 communication partners. Intensive support to increase the number of exchange opportunities available	One to one and small group interventions with appropriately qualified staff have been shown to be effective in our school in previous years and as discussed in reliable evidence sources such as the EEF Toolkit.	Organise timetable to ensure specialists have sufficient preparation and delivery time, and that individual pupil progress is closely monitored through lesson observations and learning walks and the tracking of pupil progress data, and pupil outcomes shared with parents and carers.	SLT	Termly
Improved communication, interaction and engagement skills.	Implementation of small intervention groups to develop communication and interaction	One to one and small group interventions with appropriately qualified staff have been shown to be effective in similar school in previous years and discussed in reliable evidence sources such as the EEF toolkit	Organise timetable to ensure specialists have sufficient preparation and delivery time, and that individual pupil progress is closely monitored through lesson observations and learning walks and the tracking of pupil progress data, and pupil outcomes shared with parents and carers.	SLT	Termly

Improved communication, interaction and engagement skills.	Develop and implement eye gaze technology for appropriate pupils Develop the use of AAC across school	Eye gaze is a known approach for the delivery of communication and responses for pupils with PMLD. The sessions support pupils to make responses and lead interactions.	Regular update meetings between key staff. Ensure that individual pupil progress is closely monitored through lesson observations and learning walks and the tracking of pupil progress data, and pupil outcomes shared with parents and carers.	SLT	Termly
Improved physical development of fine and gross motor skills.	Additional staffing for daily small group and individual hydrotherapy and weekly swimming sessions to develop and extend fine and gross motor skills.	One to one and small group interventions with appropriately trained staff have been shown to be effective in our school in previous years and as discussed in reliable evidence sources such as the EEF Toolkit.	Organise timetable to ensure that individual pupil progress is closely monitored through lesson observations and learning walks and in the tracking of pupil progress outcomes.	SLT	Termly
Improved physical development of fine and gross motor skills.	MOVE programme implemented following an assessment by the physiotherapy team. Weekly MOVE sessions designed to complement the ongoing class-based MOVE/mobility work providing an opportunity for the MOVE practitioners to work with the pupils, monitor progress and advise class staff accordingly.	Nationally recognised programme. MOVE practitioners set and evaluate annual review and PLP targets, following a full assessment completed by physiotherapists. Physio are available for advice and support, and they also complete a full assessment and report on each pupil prior to their annual review. MOVE practitioners set and evaluate annual review targets School becomes MOVE accredited provider	Organise timetable to ensure that individual pupil progress is closely and in the tracking of pupil progress outcomes.	SLT	Termly
Total budgeted cost					£45,740

III. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review Implementation?
Increased access to enrichment activities	To provide free access for PP pupils to enrichment activities, including after school clubs.	Enrichment activities outside of school time provide valuable additional learning opportunities, including the further development of independence skills, confidence and team working skills.	Annual monitoring of attendance. Parental and pupil feedback will be collected to evaluate sessions and give ideas for future provision. An annual report will be provided to governors. PP pupil progress will be Monitored	SLT	Termly
Access to qualified HI and VI support	Develop staff to become qualified teachers of VI and HI Begin targeted work with appropriate children.	Nationally recognised accreditation	Through appraisal targets	SLT	July 2020
Total budgeted cost					£14,990

6. Additional detail

Pupil premium information can be found on our website <https://www.newfield.org.uk/information/key-information/pupil-premium>