

Pupil premium strategy and impact statement 23-24



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines in part A our pupil premium strategy and how we spent the funding in the academic year 23-24 and in part B the impact that last year's (23-24) spending of pupil premium had within our school.

School overview

Detail	Data
School name	Newfield
Number of pupils in school	230
Proportion (%) of pupil premium eligible pupils	35.6% - 82 students
Academic years that our current pupil premium strategy plan covers	22-25
Date this statement was first published	December 2023
Date on which the impact has been reviewed	December 2024
Statement authorised by	Rachel Kay, Headteacher
Pupil premium lead	Jenny Riley, Deputy headteacher
Governor / Trustee lead	Sara Barr Frost, Chair of governing board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,868
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£94,868



Part A: Pupil premium strategy plan

Statement of intent

Wider Context to school location.

The socio- economic context of our pupils means they live in an area of high social deprivation where adults:

- Have little or no qualifications,
- who are more likely to be out of work or have a very low income often in receipt of benefits and subsistence allowance,
- a high level of involuntary exclusion from the work place through lack of job opportunities or poor health,
- a high level of early mortality and disability with both physical and mental ill health
- Poor quality of housing usually in the rented sector however in some circumstance within easy reach of facilities and services being town/city centre based
- This also impacts on the more marginalised groups of our society, including those seeking asylum and migrants to Blackburn

Understanding the **socio-economic situation** of our intake ensures we provide *all* pupils with

- A robust curriculum which widens their horizons, addresses their mental health and wellbeing and responds to individual need.
- knowledge and skills that are meaningful to their life and journey into adulthood
- A clear staffing structure that allows for the extended work with families and engages hard to reach families with a nurturing approach.
- A clear and firm approach to attendance and expectations ensuring boundaries are set and dialogue is maintained
- A research-based approach to positive behaviour support that identifies triggers and antecedents before behaviour arises and aims to promote proactive strategies and enhance the quality of life for the individual.

School Context

Our whole school vision is that all pupils, irrespective of their background or the challenges they face, make excellent progress against individual starting points, and achieve high attainment across the curriculum and individual outcomes contained within their EHCP.

Our guiding principle is 'Never do for a child what they can, could or should do for themselves.'

Within this Newfield seeks equity for all, so that no child is disadvantaged regardless of being in receipt of Pupil Premium. Within our cohort that attract Pupil Premium, we can show that the majority do not present as low attainers in relation to their peers.



At the heart of our approach is *quality first adaptive teaching* focussed on areas where assessment has identified that our pupils require it most – key barriers to learning. This includes specific targeted support based on robust diagnostic assessment of need, helping pupils to access a broad and balanced curriculum.

Although this strategy is focused on addressing the needs of disadvantaged pupils, *it should benefit all pupils in our school to reflect our holistic team around the child model.*

Funding is therefore also spent on whole-school approaches, such as high-quality teaching which is also seen to have a greater cost benefit. It is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Specific Context to Disadvantaged Pupils

Whilst all of our pupils have a highly personalised curriculum focussed upon their own needs and barriers to learning, Pupil Premium is being used to ensure that these students have access to a specialist high staff to student group and operate individual timetables.

These students also benefit from access to communication, physical and sensory interventions, planned and delivered by experienced staff as outlined in the projected spending.

We will also provide disadvantaged pupils with specific support to develop independent life and social skills and continue to ensure that they have full access and entitlement to experiences which enrich their learning beyond the classroom to support cultural capital

Our strategy will be driven by the ongoing and changing needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood

We work alongside therapists and specialist teachers in full consultation with families to embrace a multi-disciplinary team around the child approach.

We then seek to equip staff with the attitudes, skills and knowledge to offer provision and experiences which maximises their chances of achieving the ambitious targets we set them.

All our students enter the school with levels of numeracy, reading and writing which are considerably below the national standard and therefore we believe that priority should be made to ensure the following objectives are met:

- **Communication and social interaction**
- **Personal and Social Development including physical and emotional wellbeing**
- **Behaviour, regulation and attendance to support engagement in learning**

All of the identified provision for pupils laid out within this plan is referenced against at least one of these criteria. The amount of pupil premium grant will vary from year to year and will be enhanced from the total school funds available. This ensures that all of our children receive sustainable and consistent staffing expertise and targeted specialist support where needed.



Challenges

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

Challenge number	Detail of current challenge
1	<p>Through observations and conversations with pupils and their families, we find that our disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school, particularly alongside their peers.</p> <p>This means they need to have access to a wide range of experiences in relation to ‘learning outside the classroom’</p> <p>Additionally, there is a real challenge to find suitable local provision for pupils when they leave school due to their complex needs.</p>
2	<p>Our assessments, observations and discussions with pupils and their families show that disadvantaged pupils are generally less likely to have opportunities to make healthy choices, be physically active and access opportunities outdoors and in the wider community</p>
3	<p>Our assessments, observations and discussions with pupils and their families show that disadvantaged pupils generally have greater challenges around communicating and expressing their feelings and needs than their peers, including non-verbal/limited language.</p> <p>This means our staff need access to highly qualified specialist training, and high- quality resources in order to promote the communication of our pupils in all areas of the curriculum.</p> <p>This also creates a priority focus on enabling pupils to develop their expressive and receptive communication via a number of appropriate means including augmentative technology.</p> <p>Co morbidity of complex needs results in associated challenges in our students having appropriate social interaction and regulation skills. Often students have learnt ways to get their needs met that suit them but are unhelpful.</p> <p>This means our staff need access to focused training, and high- quality resources in order to promote pupils’ ability to develop regulation and engagement skills.</p>
4	<p>Many of our disadvantaged students have highly complex needs including physical disabilities, complex medical needs and possible deterioration in physical skills and/or health, including mental health</p> <p>This requires a high level of specialist support, equipment and staff expertise to access the most appropriate environment for learning.</p> <p>This co-morbidity of complex needs impacts ability to learn and access the curriculum.</p>
5	<p>Our assessments, observations and conversations with pupils and their families indicate that disadvantaged pupils often require additional support to develop personal and independence skills.</p> <p>Associated issues in relation to the mental health and wellbeing of CYP and family, including emotional dysregulation and challenging behaviours, has a significant impact of both the children and their families.</p> <p>In relation to Maslow hierarchy this means that many students are not naturally in a place to learn and engage without a high level of additional support.</p>
6	<p><u>Pupil Attendance and Parental Engagement in learning</u></p>



	<p>A lot of our parents face a range of challenges due to having a child with a specialist need. In some cases, our parents require support around understanding their child's disabilities, training in this area is of a priority for the school.</p> <p>Attendance: Newfield pupils have a wide variety of complex medical/behavioural needs. This does affect the attendance of some of our pupils, however we still have extremely high expectations for attendance.</p> <p>We need to work proactively to ensure parental engagement and support for attendance due to parental concerns and familial issues, including advice from paediatricians regarding wellness to attend school.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>
7	<p>Ongoing Challenge</p> <p>As the only special school within the authority for complex needs we experience a changing and wide range of demands to ensure staff are trained appropriately.</p> <p>School needs to continue to regularly evaluate and reflect upon appropriateness and effectiveness of provision for each individual pupil to ensure all educational, health and care needs are met.</p> <p>All pupils need a <i>personalised approach</i> to ensure each child is supported to make the very best progress possible. Our curriculum and timetable need to be flexible, and constantly reviewed to ensure the right mix of intensive interventions at a 1:1/2:1 level, small group work and whole class work.</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
<p>Core</p> <p>Disadvantaged pupils have access and engage fully in a broad and balanced holistic curriculum that meets their cognitive, physical, health, sensory and emotional needs</p> <p>Improved attainment for disadvantaged pupils across all areas of need</p>	<p>A range of learning and therapeutic interventions that support the development of pupils are implemented and evidence of progress to be tracked on Evidence for Learning.</p> <p>Targeted, evidence-based interventions are used to support pupils to make progress across the curriculum.</p> <p>Pupils have increased skills resources to support their 'readiness to learn'</p> <p>Focused CPD ensures teachers and, where relevant, teaching assistants are equipped to meet the needs of the needs prominent amongst the cohort of learners eligible for the Pupil Premium Grant.</p>
<p>New</p> <p>Pupils access a range of opportunities to apply and enrich learning outside the classroom and develop their cultural capital</p>	<p>Pupils engage fully in a range of visits and experiences including residentials, accessing the community.</p> <p>Offer for extra -curricular activities increases</p>



<p>Core</p> <p>Disadvantaged pupils receive increased input with development of strategies and resources to support communication both in school and at home</p> <p>Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.</p>	<p>Assessments and observations indicate significantly improved communication skills.</p> <p>Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills - Access to specialist interventions delivered by Speech and Language Therapy</p> <p>SALT advice informs targets on the EHCP, Annual Reviews. These are then reviewed and progress is evident through their achievement.</p> <p>Wellcom assessments for EYFS and primary completed for all students. All teachers trained in using assessments.</p>
<p>New</p> <p>Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.</p> <p>This includes Increasing opportunities to develop independence both inside and outside of the family home</p>	<p>School improvement target and focused appraisal for all staff – measured via observations and progress in relation to EHCP targets</p> <p>Sustained high levels of well-being evidenced with qualitative data from all stakeholders. - Significant participation in enrichment activities.</p>
<p>Ongoing</p> <p>Parents are supported to understand and meet the needs of their children to extend knowledge and skills into the home</p> <p>Parents understand the importance of regular attendance</p>	<p>Increased parental engagement through parent support groups and support from Family Wellbeing Coordinators</p> <p>Training for parents focussing on specific communication and sensory interventions, such as Makaton, riding the rapids.</p> <p>Attendance % of disadvantaged pupils remains consistent with that of non- disadvantaged pupils.</p> <p>Increased attendance for identified pupils through a bespoke package of pastoral support.</p> <p>External support is accessed by a wide range of families through accurate and timely signposting.</p> <p>Targeted workshops are delivered to support parents with specific circumstances surrounding their role with their child</p>

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Activity in the academic year 23-24

This details how we spent our pupil premium (and recovery premium funding) to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£ 39,750**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Linked to SDP target</p> <p>To support school becoming attachment and trauma informed</p> <p>And current SIP target :</p> <p><i>Pupils engagement in effective learning is enhanced via explicit application of 3 tiered 'Regulate to Educate' principles</i></p> <p>Targeted <i>training</i> to support our 'Regulate to Educate' approach:</p> <p>Creation of TLR position to support enhanced Sensory Integration lifestyle – this is included within the physical and sensory TLR role.</p> <p>(£6,000)</p> <p>Training Lead Thrive Practitioner and 2 additional practitioners (£7,000)</p> <p>2 staff attend course 'When the adults change the child changes' (£250 total)</p> <p>2 staff attend and develop support for zones of regulation (£500)</p> <p>Specific release time for Regulation Support Team to plan deliver and support sensory lifestyles – Tiered Approach (incl. TLR time and specialist HLTA to support specific students) (1.5 days, £12,000)</p> <p>Staff released to attend LEHSS suite of training relating to Emotional Health and Wellbeing (3 HLTA's x6 hours £1,000).</p> <p>4 additional staff attend mental health first aid training (£1,000)</p>	<p>Research acknowledges when schools deliver attachment and trauma- based practice this supports the development of regulation and wellbeing</p> <p>This relates to the work of Bruce Perry and the neuro-sequential model (2008) as evidenced via Thrive Approach</p> <p>The Thrive Approach is being used successfully in schools, homes and other childcare settings throughout the UK and has been positively evaluated by a number of leading organisations:</p> <p>Evaluated by CELSI (Centre for Education Leadership & School Improvement) for the Department of Health</p> <p>The Thrive Approach to social and emotional wellbeing The Thrive Approach</p> <p>By increasing capacity of Mental Health Support from the Pupil Premium Grant, we ensure that staff's understanding of relevant needs for those eligible for the PPG are met accurately.</p> <p>Early Intervention addressing mental well-being is crucial in being able to improve the lives of children, adolescents and adults who, when suffering from emotional pain or trauma that is left untreated, may go on to develop more serious mental health issues.</p>	<p>3,4,5</p>

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<p><u>Communication and Interaction</u></p> <p>TLR additional release time to support total communication approach (£3,500).</p> <p>Makaton tutor trained and released to deliver sessions for staff and parents (£2,000 for course, £6,500 for release time).</p>	<p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children’s speech, language and communication, which is endorsed by the Royal College of Speech and Language Therapists:</p> <p>What works database</p> <p>Supporting our total communication approach</p> <p>From training needs analysis and appraisal feedback we have identified that staff need training in Makaton as skills have been lost with staff changes</p>	<p>3,4</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£ 28,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Specialist HLTA’s providing interventions based on data analysis from various sources linked to assessed needs (£28,000)</p> <p>CPOMS/IRIS/Wellcom /EFL tracking</p>	<p>Teaching Assistant taught interventions have been seen to have a positive impact on the progress of pupils over time (+4 months). Schools should carefully consider how teaching assistants are used to support learners from disadvantaged backgrounds...additional care should be given to how teachers respond to the deployment of teaching assistants and who they are supporting, particularly for previously low attaining or disadvantaged pupils (EEF, 2021).</p> <p>4 HLTA’s will be deployed each to support individual or small groups for focussed intervention.</p> <p>1: Sensory integration and body awareness (0.5 day) 2: Literacy intervention (1 day) 3: Maths intervention (0.5 day) 4: Additional support/outreach (1.5 days)</p> <p>This ensures the intervention is delivered by somebody with comprehensive understanding and appropriate training, to meet the pupil’s specific needs and targets. This will be based on on-going analysis of data.</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	<p>3,4,7</p>

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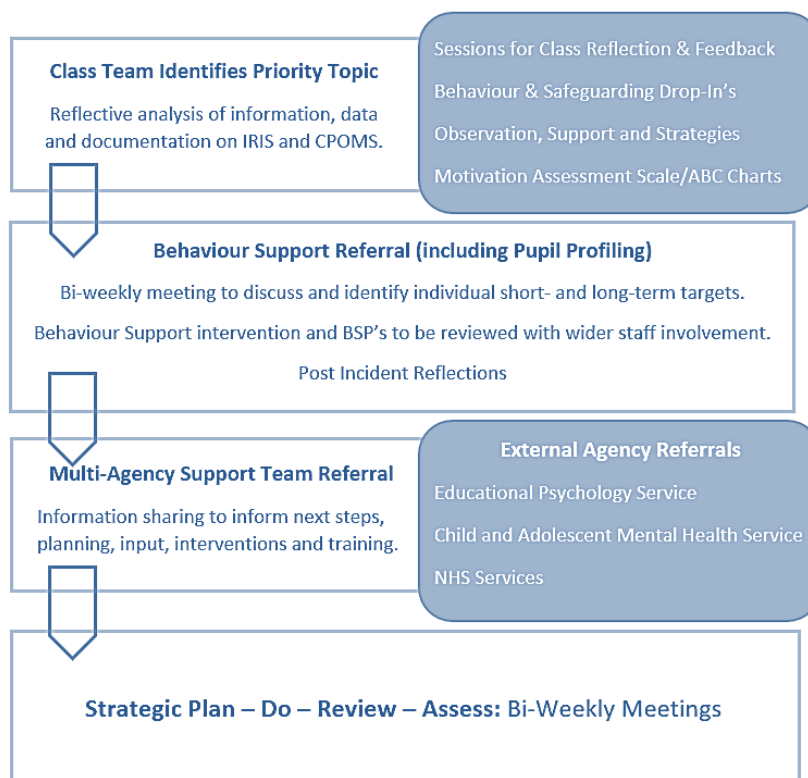


<p>Embed total communication approach supporting communication champions in each class</p>	<p>Speech & Language support & interventions, both group and individual Approximately 70% of those eligible for the PPG have a prominent Communication & Interaction need identified through their Education, Health & Care Plan (EHCP).</p> <p>Identified pupils are provided with therapeutic communication interventions and support. Class teams develop bespoke communication strategies as part of timetabled input. Parents and carers are supported in implementing bespoke communication strategies within the home.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 27,445

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To resource cost two therapeutic classroom bases and release time for staff (phased approach to roll out). (£500 for release, £5,000)</p>	<p>From analysis of incident data via CPOMS and IRIS we have identified groups of students needing a more embedded sensory lifestyle provision</p> <p>Therapeutic Classrooms - TPC Therapy</p>	<p>3,7</p>
<p>Tiered training in Sensory Integration to support needs of students with SI within new classrooms:</p> <p>Specific Training for teachers and HLTA's: (£4000)</p> <ul style="list-style-type: none"> - Regulation support team - Sensory champions - Whole school training <p>Subscription to SEI platform (£195 per annum).</p>	<p>From experience impact of training is more effective by a tiered approach where knowledge and skills can be cascaded down to impact more 'on the ground' – this applies the principle of adult learning.</p> <p>The OSF (On-the-Job, Social, Formal) Ratio - Training Industry</p> <p>Peer tutoring EEF (educationendowmentfoundation.org.uk)</p> <p>https://www.sensoryintegrationeducation.com/bundles/sie-unlimited-annual-pass#pricing</p> <p>Identified in proactive strategies to behaviour on regulation support plans or sensory diets</p> <p>Where additional internal support or commissioned external support is identified for those who require advice, assessment and therapeutic programmes in relation to their sensory needs, sensory input is timetabled as part of a personalised timetable.</p>	<p>3,4,5</p>



<p>To create bespoke sensory regulation zones across school with appropriate resources to support pupil's sensory lifestyle. (Teacher to lead – £7,000 on resources). Developing Sensory Circuits</p>	<p>NICE guidelines recognise the significant sensory difficulties in children and adults with autistic spectrum disorder. 42% of pupils have ASC as a primary category of need. Recent research has suggested that up to 95 % of children with autistic spectrum disorder have sensory processing disorder.</p> <p>We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets, and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.</p> <p>What is Autistic Spectrum Disorder? - Julia Dyer Sensory Integration Training and Consultancy, North West England UK</p>	<p>3,4,5</p>
<p>Linked to School Improvement Target: <i>Learning outside the classroom enhances cultural capital, supporting student's wellbeing and independence.</i></p> <p>Cultural trips and in-school arts activities, including drama/dance. (Indicative amount £2,000)</p> <p>Weekly release time for teacher to develop LOTC resources and deliver training (£7,500)</p>	<p>In school audits, and parent and pupil feedback has identified that pupils have had limited opportunities to learn outside the classroom</p> <p>By planning for cultural capital within the curriculum, schools can help those students who may otherwise not have high cultural capital and, in doing so, help reduce social inequalities (Quigley, 2022).</p> <p>Cultural Capital - Blog : Chris Quigley Education, Training Courses and Educational Resources for Schools and Teachers</p> <p>Many of our pupils experience a cultural-deficit due to their complex needs; many attractions and environments are not set up to provide quality experiences for pupils with complex cognitive or physical disabilities which excludes them from this environment. Those eligible for</p>	<p>4, 7</p>

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<p>Attend Training to enhance knowledge base (£250)</p> <p>HLTA support for outreach visits (1.5 day – see previous section)</p>	<p>the PPG are doubly-disadvantaged from accessing these environments due to the cost of travelling and paying to enter many of them.</p> <p>Opportunities are maximised to broaden life experiences and social interaction outside of the school building and home through access to local community facilities.</p> <p>We have planned to achieve the LOTC quality mark but this was put on hold over the last couple of years.</p> <p>We have a teacher who has trained in forest schools who would lead on this project as part of her NPQSL.</p> <p>Through development of the school’s LoTC offer the grounds around the school building will be developed to include fully accessible spaces. Learners will be enabled to regularly explore and learn in a naturalistic environment as part of timetabled lessons.</p> <p>An HLTA is responsible for organising and leading community outreach outings. Pupils will be eligible for subsidised excursions to enhance their cultural capital offer across the curriculum.</p>	
<p>Targeted ‘breakfast club’ - daily snacks and milk. (£500)</p>	<p>The EEF found that a funded, accessible breakfast club or intervention had, on average a positive impact on pupil progress, particularly in Key Stage 1 (+2 months) (EEF, 2017).</p> <p>Pupils will be able to access a funded breakfast provision where they can use their communication skills to interact with peers and adults to request their breakfast choices and take back to class.</p> <p>Before a student's cognitive needs can be met, they must first fulfil their basic physiological needs. For example, a tired and hungry student will find it difficult to focus on learning. Students need to feel emotionally and physically safe and accepted within the classroom to progress and reach their full potential. (Maslow, 1971)</p>	1,2,6
<p>Access to residential trips (e.g. DofE Expeditions). (Subject to development and take up). £500</p>	<p>Residential support pupils to experience more independence, promoting outcomes towards preparation for adulthood including communication, independence and social awareness. Eligible pupils will be entitled to subsidised access to relevant residential visits in order to ensure a parity of access to these learning experiences.</p> <p>Extending school time EEF (educationendowmentfoundation.org.uk)</p>	1,6
<p>Specific small group interventions via HLTA school counsellor and SI (see previous section)</p> <p>Mental Health Support Practitioner</p>	<p>We have developed an inhouse referral system to identify students requiring enhance level of input</p> <p>This is from a range of data source CPOMS, IRIS, Pupil progress meetings, parental feedback</p> <p>From this we will deliver a tiered approach to interventions – initially using in house expertise:</p>	1, 7

Total cost: £ 94,895



Part B: Review of outcomes in the previous academic year

Pupil premium strategy impact outcomes 2023 -2024

We have analysed the educational performance of our pupils during the previous academic year, drawing on our own internal summative and formative assessments.

Our evaluation of the approaches delivered last academic year indicates that the focus on engagement, communication and access to enhanced cultural capital was particularly successful as the schools 'regulate to educate' approach allowed for more bespoke interventions, facilitating enhanced engagement and thus improved learning outcomes.

An analysis of the end of key stage information from Annual Reviews shows us that there has been an enhancement on the educational attainment of our disadvantaged pupils of all abilities to help them reach their potential. Any increase compared to the attainment of EHCP outcomes from the previous academic year is shown in brackets below ()

At the end of KS1 86% of outcomes were achieved or exceeded (increase of 11%)

At the end of KS2 91% of outcomes were met or exceeded

At the end of KS3 95% of outcomes were met (increase of 3%)

At the end of KS4 95% of outcomes were met (increase of 13%)

Children are making good or better progress with their communication EHCP outcomes.

There has been a significant priority given to improving regulation of children across school, with the creation of sensory regulation zones as well as upskilling of staff to support children's sensory needs. The TLR for physical and sensory has delivered whole school training for all class-based staff and now carries out training on induction for all new staff, further enhancing the staff understanding of the importance of the 'Sensory Integration lifestyle' to support learners.

Whole school attendance has improved and is slightly above the national data for special schools (86.4%), at 87.52% for academic year 23-24. We are pleased to see an improvement in attendance following the introduction a new policy and procedures in September 2023 which had the intention of reducing pupil absence.

The enhancement of cultural capital is evidenced on our blog, throughout the school and the impact shown in the independence aspects of pupils EHCP outcomes.

Based on the information above, there has been an enhancement on the educational attainment of our disadvantaged pupils of all abilities to help them reach their potential in the academic year 23-24.

