

Pupil premium strategy statement 2021-22

School overview

Metric	Data
School name	Newfield School
Pupils in school	201
Proportion of disadvantaged pupils	67 pupils = 33.5%
Pupil premium allocation this academic year	£68,885
Academic year or years covered by statement	2021-2022
Publish date	Sep 2021
Review date	Sep 2022
Statement authorised by	Sara Barr-Frost
Pupil premium lead	Rik Robinson
Governor lead	Sara Barr-Frost

Disadvantaged pupil barriers to success

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).

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).

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).

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.

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
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.	July 2022
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.	July 2022
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.	July 2022
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.	July 2022

Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Measure	Activity
Increased access to enrichment activities for PP pupils	Increased uptake of PP pupils and families in enrichment
Barriers to learning these priorities address	Increased access to enrichment activities for PP pupils
Projected spending	£16,000

Teaching priorities for current academic year

Aim	Evidence of impact	Target date
Improve and develop skills in the four areas of need for all learners. 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,	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	July 2022
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	High 'quality first teaching' will be a focus for CPD and planning will show how the curriculum is personalised for all learners	July 2022

Targeted academic support for current academic year

Measure	Activity
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
Improved physical development of fine and gross motor skills.	MOVE programme implemented following a 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.
Barriers to learning these priorities address	Communication, interaction and engagement. Physical development
Projected spending	£26,400

Wider strategies for current academic year

Measure	Activity
Improved physical development.	Access to qualified HI and VI support
Improved physical development.	Additional staffing for daily small group and individual hydrotherapy and weekly swimming sessions to develop and extend fine and gross motor skills.
Barriers to learning these priorities address	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.
Projected spending	£26,485

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development.	Use of INSET days and additional cover being provided.
Targeted support	Ensuring enough time for HLTAs to support small groups.	Timetable effectively planned. Additional HLTAs appointed to cover maternity leaves.
Wider strategies	Ensuring lead teacher given enough time for appropriate CPD.	Staffing support provided when appropriate.

Review: last year's aims and outcomes

Detailed in Impact Statement 2020-21
