



Pupil premium strategy and impact statement 22-23

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 22-23 and in part B the impact that last year's (22-23) spending of pupil premium had within our school.

School overview

Detail	Data
School name	Newfield
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	79 pupils = 38.2% (44% with post 16 pupils discounted taking NOR as 177)
Academic years that our current pupil premium strategy plan covers	22-25
Date this statement was first published	December 2022
Date on which the impact has been reviewed	December 2023
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	£ 88, 645
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 88, 645

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum and across their individual outcomes contained within their EHCP. The focus of our pupil premium strategy is to support all pupils to achieve that goal.

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

Newfield considers that all of our children are vulnerable and also ensures equity for all and that no child is disadvantaged regardless of being in receipt of PP.

We consider the challenges faced by our pupils who all have SEND. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas of need which disadvantage our pupils the most, typically communication, physical development and sensory development; alongside academic development.

Implicit in the intended outcomes detailed below, is the intention that all pupils' attainment will be sustained and improved.

The amount of pupil premium grant will vary from year to year and it is heavily subsidised from the total school funds available in order to ensure that all of our children receive consistent staffing expertise and targeted specialist support where needed.

Our approach will be responsive to common challenges and individual needs, rooted in assessment and teacher expertise, working alongside therapists and specialist teachers. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure pupils are challenged in the work that they are set
- ensure that all staff maximise opportunities for pupils to develop and practise independence skills
- ensure a quality first teaching approach at all levels
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for pupils' outcomes and raise expectations of what they can achieve and how independent they can be

Challenges

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

Challenge no	Detail of challenge
1	The needs of our pupils are constantly changing; school needs to regularly evaluate and reflect on appropriateness and effectiveness of provision for each individual pupil to ensure all educational, health and care needs are met. All pupils need a personalised approach to ensure each child is supported to make the very best progress possible. Carefully designed curricular and timetables need to be implemented to ensure the right mix of intensive interventions at a range of levels - 1:1 level, small group work and whole class work.
2	Increasingly complex needs of children, including physical disabilities, complex medical needs and possible deterioration in physical skills and/or health, including mental health.
3	Enabling pupils to develop their expressive and receptive communication via a number of appropriate means including augmentative technology.
4	Identifying appropriate pathways for pupils when they leave school – availability of suitable local options.
5	Mental health and wellbeing of CYP and family including emotional dysregulation and impact of challenging behaviours.
6	Parental engagement and support for attendance due to parental concerns and increasingly complex medical needs, including advice from paediatricians regarding wellness to attend school.

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
PP pupils face no barriers to access curriculum, develop communication skills, develop physical skills and benefit from the promotion of personal and social development, including emotional and sensory regulation.	All pupils make expected or better progress against PLP and AR targets and EHCP outcomes measured through annual review process linked to accessing curriculum, developing communication skills and promotion of personal and social development. Pupil attendance is in line with other groups.
To offer targeted support for families to promote positive outcomes for pupils, including support re attendance.	Pupils make measurable progress based on targeted support and/ or interventions. Pupils requiring improved attendance are successfully supported and attend more.
To work in partnership with external agencies to support the communication needs, social, emotional, health & wellbeing of all pupils to overcome potential barriers to learning & achievement.	Pupils make measurable progress based on targeted support provided by external partners.
Governors fulfil all statutory responsibilities.	Governors offer robust challenge and ensure PP spending is targeted and impactful. Governors able to evidence knowledge of impact.

Activity in the academic year 22-23

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: £34,283

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscription to key literacy and numeracy support programs – Twinkl and White Rose Maths/RMEasi Maths.	EEF toolkit demonstrates impact of interventions. Staff were able to use their expertise to target specific interventions based on the needs of pupils, to enable increased engagement in learning for Maths and English.	1,3
Access to sensory regulation expert to develop an action plan to support and develop whole school approach to sensory integrations	Evidence Base to demonstrate impact of managing sensory regulation approaches in supporting students learning.	1, 2, 5
TLR for Communication and English TLR for Maths	Specialist responsibilities enabling our communication and Maths leads to support all teaching staff to further develop and address communication, English and Maths skills for all pupils including assessment and accreditation.	1,3,4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £27,477

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>HLTA providing specialist intervention - MOVE</i>	MOVE is an accredited program that enables pupils to progress with their fine and gross motor skills, ultimately 'graduating' to be independent.	1,2,6
<i>HLTA providing specialist intervention - Maths</i>	EEF toolkit demonstrates impact of targeted, specific interventions based on the needs of pupils, to enable increased engagement in learning for Maths.	1,2

<i>HLTA providing specialist intervention - English</i>	EEF toolkit demonstrates impact of targeted, specific interventions based on the needs of pupils, to enable increased engagement in learning for English and reading.	1,2,3
<i>HLTA providing specialist intervention - Curriculum</i>	EEF toolkit demonstrates impact of targeted, specific interventions based on the needs of pupils, to enable increased engagement in learning and access all pupils to the wider curriculum providing fun and interactive sessions to inspire pupils.	1,3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £26,885

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>HLTA providing specialist intervention – Behaviour support</i>	Evidence base of reduced need for intervention and reduced reported incidents via CPOMS/IRIS around behaviours.	1,2,5
<i>HLTA providing specialist intervention – Outreach/Community support</i>	Evidence base to support the development of students' independence, self-esteem, confidence and life experience, through community access. Additional capacity to provide support to develop inter school links and to enhance access to the community will increase opportunity for this.	1,4,5
<i>HLTA providing specialist intervention - SI</i>	Evidence Base to demonstrate impact of sensory integrations approaches in developing regulation for students, enabling them to access learning.	1,2,5
<i>HLTA providing specialist intervention – Pastoral/Wellbeing</i>	Evidence base to support the development of students' independence, self-esteem, confidence and life experience via targeted 'time to talk', counselling, 'body awareness' and 'PCP for transition' sessions.	1,4,5
<i>Family Wellbeing Coordinator provision</i>	Evidence base to support role to improve attendance via engagement with parents and other professionals. Evidence of improved understanding of transition options and transition outcomes for pupils leaving school.	4,5,6

Total budgeted cost: £88, 645

Part B: Review of outcomes in the previous academic year

Pupil premium strategy impact outcomes 2022 -2023

We have analysed the educational performance of our school's disadvantaged 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, early reading and phonics was particularly successful as the targeted approach allowed for more bespoke interventions

An analysis of the end of key stage information from Annual Reviews shows us that pupils in receipt of pupil premium at the end of Key Stage achieve no better or worse than their peers.

At the end of KS1 63% of outcomes show good progress or are achieved for pupils in receipt of pupil premium

At the end of KS2 69% of outcomes show good progress or are achieved for pupils in receipt of pupil premium

At the end of KS3 81% of outcomes show good progress or are achieved for pupils in receipt of pupil premium

At the end of KS4 87.5% of outcomes show good progress or are achieved for pupils in receipt of pupil premium

There has been a significant priority given to improving the delivery of phonics across school. The TLR holder with responsibility for this area has delivered whole school training for all class-based staff and carrying out training on induction for all new staff delivering phonics.

Pupil progress in phonics is carefully monitored and only one pupil in receipt of pupil premium has not made progress in phonics, this is due to a regressive medical condition.

25% of pupils in receipt of pupil premium have made excellent progress (over 25%) in academic year 22-23. They do not make less progress than pupils who are not in receipt of PP.

Based on all the information above, the performance of our disadvantaged pupils suggests expectations, and we are at present on course to achieve the outcomes we intend to achieve across 2024-2025.

We have reviewed our strategy plan for the academic year 23-24 and made changes to how we intend to use some of our budget this academic year 23-24. {See PP Strategy 23-24}

