



## Pupil Premium Strategy Academic Year 2021 / 2022

<b>1. Summary Information</b>	
<b>Special School Provision</b>	Fairfield School, Batley, West Yorkshire
<b>Date for next internal review</b>	July 2022

**Total funding, consisting of:**

<b>Finance Year</b>	<b>2021-2022</b>	<b>Total Pupil Premium Budget</b>	<b>£46,565</b>	<b>Primary £25,555</b>	<b>September to March 7/12s of £46,565</b>
				<b>Secondary £21010</b>	
<b>Total Number of Pupils</b>	<b>124</b>	<b>Number of Pupils Eligible for Pupil Premium</b>	<b>41</b>	<b>Primary 19</b>	<b>£27162</b>

<b>Finance Year</b>	<b>2022-2023</b>	<b>Total Pupil Premium Budget</b>	<b>£48,785</b>	<b>Primary £29,085</b>	<b>April to August 5/12s of £48,785</b>
				<b>Secondary £19,700</b>	
<b>Total Number of Pupils</b>	<b>119</b>	<b>Number of Pupils Eligible for Pupil Premium</b>	<b>41</b>	<b>Primary 21</b>	<b>£20,327</b>

<b>2. Current Attainment</b>
<p><b>At Fairfield we use Evidence for Learning as an assessment tool to monitor and assess personalisation of provision and progress which is central to the way in which our pupil's learning pathways are determined. A fit-for-purpose assessment for our learners at the early stages of development takes a holistic view on our pupils and how they learn. It measures progress against their EHCP outcomes.</b></p> <p><b>Because expected progress for our pupils is dependent on a range of learning needs, attainment against expected progress is more ideally evaluated on an individual basis.</b></p>

<b>Progress in Communication and Interaction</b>	<b>Communication and Interaction</b>	<b>Pupils not meeting targets</b>	<b>Pupils meeting targets</b>	<b>Pupils exceeding targets</b>
	<b>Whole School</b>	21%	63% (79%)	16%
	<b>EY / KS1</b>	34%	53% (66%)	13%
	<b>Pre - Formal Pathway</b>	18%	61% (82%)	21%
	<b>Semi - Formal Pathway</b>	19%	62% (81%)	19%
	<b>Post 16</b>	21%	71% (79%)	8%
	<b>Pupil Premium Pupils</b>	21%	61% (79%)	18%
<b>Progress in Cognition and Learning</b>	<b>Cognition and Learning</b>	<b>Pupils not meeting targets</b>	<b>Pupils meeting targets</b>	<b>Pupils exceeding targets</b>
	<b>Whole School</b>	23%	62% (77%)	15%
	<b>EY / KS1</b>	34%	53% (66%)	13%
	<b>Pre - Formal Pathway</b>	15%	58% (85%)	27%
	<b>Semi - Formal Pathway</b>	21%	67% (79%)	12%
	<b>Post 16</b>	29%	65% (71%)	6%
	<b>Pupil Premium Pupils</b>	24%	66% (76%)	10%
<b>Progress in Sensory and/or Physical</b>	<b>Sensory and / or Physical</b>	<b>Pupils not meeting targets</b>	<b>Pupils meeting targets</b>	<b>Pupils exceeding targets</b>
	<b>Whole School</b>	21%	66% (79%)	13%
	<b>EY / KS1</b>	33%	60% (67%)	7%
	<b>Pre - Formal Pathway</b>	12%	61% (88%)	27%
	<b>Semi - Formal Pathway</b>	28%	62% (72%)	10%
	<b>Post 16</b>	15%	79% (85%)	6%
	<b>Pupil Premium Pupils</b>	31%	53% (69%)	16%
<b>Social, Emotional and Mental Health</b>	<b>Social, Emotional and Mental Health</b>	<b>Pupils not meeting targets</b>	<b>Pupils meeting targets</b>	<b>Pupils exceeding targets</b>
	<b>Whole School</b>	21%	66% (79%)	13%
	<b>EY / KS1</b>	33%	60% (67%)	7%
	<b>Pre - Formal Pathway</b>	18%	79% (82%)	3%
	<b>Semi - Formal Pathway</b>	14%	67% (86%)	19%
	<b>Post 16</b>	29%	65% (71%)	6%
	<b>Pupil Premium Pupils</b>	<b>16%</b>	<b>74% (84%)</b>	<b>10%</b>

### 3. Barriers to Future Attainment (for pupils eligible for pupil premium, including high ability)

All of the pupils at Fairfield School have profound, multiple, severe and / or complex needs. Therefore, it is essential as a school we personalise learning opportunities to meet the breadth and variety of need for each of our learners. For pupils in receipt of pupil premium the use of allocated funding is decided upon following evaluation of pupil progress action plans which address any areas of need (academic, medical, social, emotional

or physical) to learning through planned interventions, approaches or strategies. For many pupils this includes the development of pre-requisite learning skills, meta-cognition and self-regulation in readiness to learning.

In-school barriers		Strategies used to overcome specific barriers
<b>A</b>	Specific needs of individual pupils linked to four provision areas	Sports clubs, music therapy, ASC, MSI and additional support to access communication sessions through the use of Makaton, communication aids etc.
<b>B</b>	Specific engagement levels of individual pupils	Intensive Interaction / Peer Massage approaches and training
<b>C</b>	Sensory needs	MSI leadership, hydrotherapy, rebound
External Barriers (issues which also require action outside school, such as low attendance rates)		
<b>D</b>	Access to the wider community	Staffing to support visits out of school, trips in the mini bus, community links. External visits into school.

#### 4. Intended Outcomes

Desired Outcomes and how they are measured		Success Criteria
<b>A</b>	Enhance communication and interaction skills of pupils in receipt of pupil premium funding	Pupils eligible for pupil premium funding will make progress by the end of the academic year so that all pupils make expected, or above expected progress in communication and interaction
<b>B</b>	Enhance cognition and learning skills of pupils in receipt of pupil premium funding	Pupils eligible for pupil premium funding will make progress by the end of the academic year so that all pupils make expected, or above expected progress in cognition and learning
<b>C</b>	Enhance social, emotional and mental health needs of pupils in receipt of pupil premium funding	Pupils eligible for pupil premium funding will make progress by the end of the academic year so that all pupils make expected, or above expected progress in social, emotional and mental health
<b>D</b>	Enhance sensory and physical skills communication and interaction skills of pupils in receipt of pupil premium funding	Pupils eligible for pupil premium funding will make progress by the end of the academic year so that all pupils make expected, or above expected progress in sensory and physical skills
<b>E</b>	Increased opportunities in enrichment activities for pupil premium	Increased opportunities of pupil premium funded pupils to engage in enrichment activities

<b>5. Planned Expenditure</b>					
<b>Academic Year</b>	<b>2021/2022</b>				
<b>The headings below:</b>					
<b>i. Quality of Teaching for All</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review implementation?</b>
<p>Personalised Innovative and effective quality first teaching techniques in educating and supporting the unique needs of our pupils will continue to be a prime focus in ensuring learning experiences enrich future opportunities for pupils.</p> <p>To enable pupils to progress against individual learning outcomes.</p> <p>To enhance pupil staff ratios across school.</p>	<p>Continuous Professional Development.</p> <p>Sharing practice.</p> <p>Effective monitoring and collection, analysis and use of data relating to pupil premium pupils.</p> <p>HLTA / ETA involvement is developed through training and leadership opportunities.</p>	<p>Personalised learning and curriculum pathways are driven by the identification of individual targets. As the needs of our pupils evolve, we continually ensure they have access to the most appropriate learning pathways that meet their specific needs.</p> <p>1:1 and smaller focused group learning opportunities.</p>	<p>Monitoring of personalised timetables.</p> <p>Regular review of pupils learning outcomes</p> <p>EHCP reviews</p> <p>Pupil progress meetings</p> <p>Pathway moderation</p> <p>Lesson monitoring</p> <p>Learning walks</p> <p>Drop-in sessions</p> <p>Pupil Progress Monitoring</p> <p>Deep Dives</p> <p>Lesson planning / evaluations</p>	<p>SLT / Provision leaders / HLTA/ETA</p>	<p>July 2022</p>
<p>To enhance opportunities within the areas of provision linked to EHCP</p> <ul style="list-style-type: none"> <li>• Communication and Interaction</li> <li>• Cognition and Learning</li> <li>• Sensory and / or Physical</li> <li>• Social, Emotional and Mental Health</li> </ul>	<p>Regular focus provision group meetings.</p> <p>Physical provision action plans.</p> <p>Huddersfield Town sports Sessions.</p> <p>Barnsley Technology</p> <p>Mental health and well-being training of staff</p> <p>Music therapy</p>	<p>The impact of focused provision teams is to enrich our personalised broad and balanced curriculum, supporting our pupils to make personalised progress and ensuring that there are no barriers to their achievements. The abilities of all pupils are base lined on entry into Fairfield and</p>	<p>Provision leaders to plan and co-ordinate developments in each of four area of need to promote a comprehensive enrichment of training, learning promoting progress and challenge.</p>	<p>Provision Leaders</p>	<p>July 2022</p>

		attainment of areas of development is tracked, with data collated three times a year to identify priority areas, pupil's interests and progress.			
<b>Total budget cost</b>					<b>£13,900</b>

<b>ii. Targeted Support and other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review implementation?</b>
Innovative approaches and specialist pedagogy focusing on: <ul style="list-style-type: none"> <li>• Communication</li> <li>• Makaton</li> <li>• AAC</li> <li>• ASC</li> <li>• Music Therapy</li> <li>• MSI</li> <li>• Peer Massage</li> <li>• Intensive Interaction</li> </ul>	1:1 and small group sessions Focused sessions for targeted children on: <ul style="list-style-type: none"> <li>• sensory regulation</li> <li>• intensive interaction</li> <li>• sensory play</li> <li>• Music therapy</li> <li>• Rebound</li> <li>• track chair</li> </ul>	Pupils identified as requiring additional opportunities to develop communication, social, sensory, attention skills, physical skills	To establish pupils personalised plans. Learning priorities will provide focus targeted activities. Learning spaces and provision timetabled. Outcomes monitored; pupils progressed tracked.	Provision Leaders, class teachers	Summer 2022
Additional opportunities to provide 1:1 support and develop independence at lunchtimes.	Training in feeding / personal care	Support for feeding programmes and increase in engagement, social interaction, personal care and positive behaviour at lunch times.	Lunchtime support staff are appropriately trained and supported where necessary by class staff to enable them to continue to provide quality support to pupils over the lunchtime period.	Class teachers, LTSA leads	Summer 2022

<p>Promoting progress through the Recovery Curriculum to ensure pupils achieve their full potential after time out of school due to COVID restrictions and lockdowns.</p> <p>Promoting access to additional therapeutic support</p> <ul style="list-style-type: none"> <li>• Music therapy</li> <li>• Hydrotherapy</li> </ul>	<p>1:1 focus sessions and small class sessions to enhance personalised learning opportunities to continue to embed the Recovery Curriculum.</p>	<p>Engaging in focused intervention sessions to support pupils to make responses and lead interactions enhanced by the Recovery Curriculum. Hydrotherapy and rebound to increase physical, social skills and life experiences.</p>	<p>Ongoing evaluations of evidence to monitor progress.</p>	<p>Class teachers, provision team leaders</p>	<p>Summer 2022</p>
<b>Total budget cost</b>					<b>£32,665</b>

## 6. Additional Detail

Pupil premium information can be found on our website <http://www.fairfieldschool.uk/pupil-premium>