

The Hayfield School Pupil Premium Strategy Statement 2019-20

1. Summary information					
School	The Hayfield School				
Academic Year	2019-2020	Total PP budget	£145,850	Date of most recent PP Review	Sept 2019
Total number of pupils	1030	Number of pupils eligible for PP	161	Date for next internal review of this strategy	July 20
<u>Statement of Intent</u>					
<p>The Hayfield School recognises that all students, regardless of their background, should have equal access to a curriculum that enables them to reach their potential. Pupil premium is a government initiative where additional funding is given to schools and academies. This enables academic and pastoral support for students who are either entitled to free school meals, looked after children or children of armed service personnel. It ensures that their progress is maximised and the attainment gap between them and their peers is closed. A key challenge for the school, like many others, is that we have vulnerable students in need of support who are not eligible for pupil premium funding. However, we acknowledge that the pupil premium funding should not be conceptualised as a ‘catch-up’ initiative for underperforming students. Our priority is to ensure that all disadvantaged students, including those who are performing well, are supported and challenged by adopting a personalised approach to maximise their progress and attainment. We genuinely believe that regular tracking of where the money is spent, and its impact, is crucial to utilise the funding effectively. Furthermore, it enables teaching and learning initiatives and intervention strategies to be amended, if they are not having the intended impact, following robust evaluation. The Department of Education (DfE) have emphasised “the government is quite serious in its ambition not to micromanage schools”; “schools should be the decision-makers, using evidence to inform professional judgements”. The DfE has no particular view on the use of pupil premium funding for whole-school initiatives, as long as the progress and attainment gap is closing between the highest and lowest achieving pupils, within a school context of generally improving attainment. In addition, Ofsted supports that schools and academies should have the autonomy to decide how the pupil premium funding is spent, and confirm that there are no specific evaluation schedules or judgements to be made about pupil premium spending. The DfE and Ofsted are unanimous in their belief that pupil premium funding can be spent “where school leaders feel it is most needed”, as long as every effort is taken to ensure that all students, regardless of their background or ability are given the opportunity to excel academically and are supported throughout their time at school.</p>					

2. Current attainment 2018-19		
	Pupils eligible for PP	Pupils not eligible for PP
Progress 8 Score Average (Professional Prediction Year 11)	-0.01	0.36
Attainment 8 Score Average (Professional Prediction Year 11)	45.6	52.3
KS2 Average Score	4.75	4.89
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A.	Literacy	
B.	Numeracy	
C.	Behaviour	
External barriers		
D.	Attendance	
4. Desired outcomes		Success criteria
A.	To raise standards of Literacy	Introduce Reciprocal Reading strategy. It is expected that students' reading age increases by six months in a six-month time frame, the average reading age in the trial group is +8month. RR is a structured approach to helping students develop reading comprehension strategies it enables students to develop understanding of the cognitive process of what to do with a text/ exam question in any subject. Accelerate the increase of reading ages for Yr 7/8 PP students Yr11 PP students achieve in line with non-PP students in English Language.
B.	To raise standards of Numeracy	Increase attainment of PP students to be in line with non PP students. Introduce Hegarty Maths an online learning platform. Improver tracking of PP students homework.
C.	To improve behaviour	Fewer poor behaviour incidences recorded for these students, and an increase in rewards.
D.	To improve attendance	The majority of PP students have above 97% attendance. This will ensure that they are not missing out on learning experiences and not falling behind.

5. Planned expenditure					
Academic year		2019-2020			
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	Evidence and rationale for this choice	Monitoring and Evaluation	Staff lead	Review Cycle
To raise the standards of PP students by “The Big Picture” learning agenda	All staff and students familiar with the Big Picture, clear expectations of teaching and learning and clear expectations of student engagement with the process. Development of Go 4 Schools online tracking system so that all disadvantaged students can be tracked in all subjects and early interventions put in place. Appointment of Key Stage raising standards leaders at KS4, KS3 and Year 7. Specific focus upon the achievement of disadvantaged students Whole school CPD; staff coaching; Quality feedback and targeted work to all students. Use of reciprocal reader in years 7 and	PP students have lower prior attainment on entry.	Testing of reading ages; QA of lessons for literacy and numeracy; QA of books; Learning walks; Student voice; regular analysis of progress data using Go 4 Schools with early identification of those not on target;. Interventions will include subject specific intervention, parental contact, mentoring. Creation of PP passports to highlight individual barriers to learning.	MLI JWE ASP AMA	Termly and annually

To improve the behaviour and attitude to learning of students in all subjects	Consistent teacher expectations and use of rewards and sanctions system. Supporting achievement fund to ensure that disadvantaged students have full access to and take full advantage of the curriculum. Reward schemes; Development of house system ; Appointment of house leaders. Improve mentoring support for students.	ATL scores are lower for PP students than for non PP students	Parental contact; Use of behaviour support team including additional pastoral AHT to monitor and to provide personalised mentoring support for students who are disengaged. Records of sanctions on SIMS. Continue to develop a growth mind-set and a culture of high expectations for all. Provide a staffed space for students to complete hwk with support from dedicated staff	RHU / HRO Year leaders	Termly and annually
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ii. Targeted support

Desired outcome	Chosen action / approach	Evidence and rationale for this choice	Monitoring and Evaluation	Staff lead	Review Cycle
To improve engagement, achievement and resilience for our most vulnerable students	Behaviour support team, mentoring support. Consistent teacher expectations and use of rewards system. Ensuring that all departments have the appropriate curriculum resources to support with the teaching of disadvantaged students.	Increase in number of students requiring support in school and with outside agencies.	Use of behaviour support team including additional pastoral AHT. Personalised mentoring support for students who are disengaged or who are lacking in self confidence. Attainment and progress data analysis from Go 4 Schools Records of rewards on SIMS.	RBR RHU/HCO/ DHA	Termly and annually
Improve tracking of PP students progress	Embedding of whole school tracking system Go 4 Schools to allow for early interventions	Senior leaders and RSL's can check progress centrally	Regular RSL meetings Weekly meetings with basket 1 2 3 heads of department to track disadvantaged cohorts	MLI IME RSL's	Termly

iii. Other approaches

Desired outcome	Chosen action / approach	Evidence and rationale for this choice	Monitoring and Evaluation	Staff lead	Review Cycle
Improved attendance of students; Improved attendance of parents at parents' evenings	Investment in parent teacher consultation evening's online booking system. Parental contact, rewards; assemblies. Ensure that pastoral support officers engage directly with students and families to improve attendance The attendance officer prioritise attendance of disadvantaged students and drive effective attendance incentives. A shared vision is held to improve the attendance of disadvantaged learners narrowing the gap in attendance between disadvantaged and other students in all year groups.	Attendance of PP students is below that of non PP students	Increase attendance at parent teacher evenings, RSL able to check on PP students bookings.	HOYs Attendance officer	Termly
Improved social skills and confidence in approaching new situations. Wider life experiences. Improved awareness of a healthy life style	Encourage full involvement in school trips , including transport costs, and extra –curricula activities. Invitations to afternoon tea. Monitoring uptake of FSM and choices made. Offering breakfast.	Lack of opportunities to experience a range of social experiences can hold students back. Lack of equipment, uniform has negative impact on self-worth. Poor nutrition has a negative impact on ability to concentrate and learn.	Bursaries for school trips, uniform, equipment. Students rewarded for making good food choices. Purchasing of equipment and uniform will not be a barrier to student participation in school. Where necessary students will receive support to purchase high cost items.		

Budget Costs £145850	PPE6 leadership	£62853
	Whole school intervention	£22017
	PP Mentoring in English and Maths	£22498
	Raising Standards/Character & Culture	£666
	Directed Study	£3571
	Additional Tutoring and Revision support sessions	£3529
	Academic Mentoring Costs	£8549
	Additional Pastoral Support	£11275
	Targeted Careers Advice	£5530
	Careers Lead	£1500
	Resources & equip	£712
Enrichment	£3150	

6. Review of 2018-19			
Previous Academic Year		2018-2019	
i. Quality of teaching for all			
Desired outcome	Chosen action / approach	Impact:	Lessons learned
To raise the standards of PP students by improving quality first teaching and learning in the classroom – Literacy, Numeracy	Focus on quality teaching in the class. Use of Accelerated Reader for literacy. Use of intervention sessions for literacy and numeracy.	Year 7 Average reading age improved by 0.08 for NPP but 0.38 for PP students over the year. Year 8 Average reading age increased by 0.15 for NPP and by 0.34 for PP students over the year. Year 11 Maths PP students P8 = +0.34 Year 11 English PP students P8 = -0.13	Continue to use this but consider expanding into Yr 9 for students who remain below expected standard. Extra focus upon English for PP students
ii. Targeted support			
Desired outcome	Chosen action / approach	Impact:	Lessons learned

To improve engagement, achievement and resilience for our most vulnerable students	Develop positive behaviour through planner and reward scheme. Put personalised mentoring into place for pupils who show disengagement.	Improvement in behaviour, student voice indicated a positive response to a more personalised agenda towards the disadvantaged students	Improved MIS required to track ATL's and behaviour. Training needs of staff to ensure tracking up to date	
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iii. Other approaches

Desired outcome	Chosen action / approach	Impact:	Lessons learned	
Improved attendance of students; Improved attendance of parents at parents' evenings	Parental contact, rewards; assemblies	Yr 11 average attendance was 94.67% for the cohort, with PP students having an average attendance of 94.43% Attendance in other year groups shows a difference of 2-6% lower for PP students compared to year group.	Continue to monitor attendance. Next review checks to see if gaps are narrowing. Consider incentives eg early lunch pass, free breakfast to encourage better attendance	
Increased monitoring of PP students.	Data issued to departments following each Data Capture. Appointment of PP Champion.	PP students became a priority within school and classroom.	Continue to issue data. Review of information showed lack of cohesion, need to move forward with a centralised and accessible system	

