



Pupil Premium Data Publication 2015-16

Pupil Premium is additional funding provided to schools and is allocated to pupils on roll who are eligible for free school meals (FSM), those who are from service families and pupils who may be “looked after” (in care). This funding includes pupils who have been eligible for free school meals within the last six years. The Government believes that the Pupil Premium is the best way to address the current underlying inequalities between children eligible for free school meals and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The Government also believes that it is for schools to decide how Pupil Premium is best spent, since we are best placed to assess what additional provision should be made for individual pupils within our responsibility. However, quite rightly, we are held accountable for how we have used the additional funding to support pupils from disadvantaged families.

School Overview 2015/16

Number of pupils and pupil premium grant (PPG) received 2015-16	
Total number of pupils on roll	450
Number of pupils benefitting from PPG	161(37%)
Total amount of PPG received (£)	£210,000

Summary of PPG Spending 2015/16

Key Performance Indicators (KPI) in spending PPG:

- Narrowing the gap for PP children at ARE in Reading, Writing and Maths across the school (pg 37 Rol and in school data)
- Increasing the number of PP children making more than expected progress in Writing and Maths at KS 2 (pg 47 & 49 Rol)
- Increasing the number of PP pupils attaining equivalent to level 2 or above in reading and writing at KS 1 (pg 23 Rol)
- Increase number of PP attaining equivalent to L3 in writing at KS 1 (pg 23 Rol)
- Increase number of PP children attaining Good Level of Development (GLD) in Reading and Writing at Early Years Profile Outcome (EYFSP)- (pg 16 Rol)

NB- Rol refers to RAISEonline data

Pupil Group	Reading 2015-16		Writing 2015-16		Maths2015-16	
	ARE TP	Diff	ARE TP	Diff	ARE TP	Diff
WHOLE SCHOOL 438	15.5	-1.2	15.3	-1.3	15.3	-1.3
Pupil Premium: 206	15.5	-1.8	15.3	-2.0	15.3	-2.0
Non Pupil Premium: 231	15.3	-0.8	15.3	-0.9	15.3	-0.9
DIFFERENCE: PP and non PP		-1.0		-1.1		-1.1

Pupil premium used for: Year 2015/16	Is this a new activity/ cost centre?	Brief summary of the intervention or action including details of the year groups involved and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the pupil premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve. what would you change to improve next time?
Teachers released to conference with children through music and PE teacher employed to deliver weekly whole class music sessions	YES	Reading, Writing and Maths conferencing on a 1:1 or small group basis. <i>Sept 15 whole school</i>	To build pupil confidence. Setting high expectations, eradicate misconceptions and to identify next steps. High quality feedback provided.	Using School Pupil Tracker Online (SPTO) to monitor writing and maths levels. Monitored by Phase leads and English and Maths leads	Due to chn missing small parts of weekly music & PE sessions - next year will restructure to facilitate additional adult working between phases to support chn with pre & post learning tasks whilst chn have full entitlement to Music & PE.
Teachers working with small groups on focused intervention through Class covered in pm, through TA's covering class.	YES	Teachers working with a small group on a focussed intervention for a core subject. <i>Sept 15 whole school</i>	To help children understand misconceptions from their learning allowing children to narrow the gap with their peers.	Class teachers using SPTO to assess individual and group progress. Over seen by SLT during Pupil progress meetings	Gaps closed across the school to less than a term behind non PP children.
TA's use to deliver intervention programmes.	NO	TA time to run small group and 1:1 sessions to improve skills and understanding in core subject areas. <i>Sept 15 whole school</i>	The children will close the gap on peers in those particular subject areas.	Children's progress will be monitored half termly by teachers and through pupil progress meetings.	Staffing issues did not allow. 6 staff members enrolled on Babcock Maths CPD to deliver as part of SDP 16/17
Pastoral support- releasing Mrs Palfrey and Mrs Lloyd in afternoons to deliver Thrive, SEAL and Baby SEAL	NO	Children identified through thrive assessment will be offered sessions in small groups or a 1:1 basis depending on need. <i>Sept 15 whole school</i>	Will help the children move through the stages of development allowing them to learn more effectively ensuring their emotional needs are met and they are ready to learn.	Repeating of thrive assessments to monitor progress. Through tracking their academic progress using SPTO.	Enabled children ready to learn and gap closing from -2.2 terms behind Sept 15 to -0.7 July 17 in EYFS resulting in a 19% increase in PP attaining GLD

					than 14/15
Subsidising trips, enrichment activities and educational visitors	NO	Through the year.	To build self esteem, resilience and knowledge.	The progression of those children both socially and academically.	Increased engagement in learning from pupils
CPD to raise the standard of teaching and learning.	NO	CPD training throughout the year for all staff. <i>Throughout the year</i>	To develop a higher standard of teaching and learning throughout our school.	Through lesson observations and class data.	Teaching is consistently good in all classes- July 2016
'Inspirational' teacher employed 3 mornings a week to deliver 'School without Walls' Programme. Minibus purchased to provide learning opportunities beyond the school- through School Without Walls program and for pupils to access greater opportunities in 'Holiday Club' out of school term time.	YES	Children identified as not making expected progress given a 4 week educational experience, with weekly excursions (Hooks), essentially out of class. This is designed to help develop their resilience to learning and aspirations <i>Throughout the year Holiday periods</i>	To develop resilience and aspiration in order to develop attitudes when integrating back into class. Will develop key social skills to allow children to have positive holiday experiences and be ready for integration back into school.	SLT and class teachers to monitor children when integrated back into the class. Are they able to apply their learning. Class teachers are the children who have been attending ready to learn in the afternoons.	Developed Y 4 & 5 attitudes to writing & significantly improved behaviour. Y 6 PP pupils made 2 terms progress in one term in writing. Although attainment below ARE, progress proved accelerated. School without walls to build on successes & Maths Champion employed to diminish the gap in 16/17
I pads X 20 purchased Used for Apps to promote learning in core subjects and Interventions.	YES	APP's used with specific groups to concrete concepts. Interventions use APPS in small groups throughout KS 1 &2 <i>Throughout the year</i>	Intervention overview sheets will record actions and specific objectives achieved, including timescale	Monitored by Litco and Mathsco, and SLT.	I-pads used to promote reading at KS 2, specifically Accelerated Reader, narrowing gap across the school
Reception & Key Stage 1 Mrs Moore employed to deliver speech and language intervention	NO	Children identified as low in below in communication and language (EYFSP) or below ARE through teacher judgements receive regular speech and language intervention. <i>Throughout the year</i>	To develop speech and language as an early intervention and ready children for the rigours of a KS 1 English curriculum.	Monitored by SENDCO	Results improved over three years results at EYFS PP GLD raised from 13% in 2015 to 42% 2016 Impact on speech across KS 1- See LM S&L File

Providing a high ratio of adult/pupil support including an additional teacher in year 6	NO	Adults to provide support across EYFS, KS 1 & KS 2 <i>Throughout the year</i>	Support children in all learning and behaviour	Monitored by SLT and governors consulted regarding sustainability and impact of extra adult provision	Although gap narrowed to +half a term in R, W & M, Teacher left at Christmas meaning staffing restructured
Purchase of Maths, spelling and Reading programmes and hardware to support this.	YES	Maths home/learning program- Launch December 2015 & Accelerated reader- Launch Spr term 2016	Provide a tailored program to support reading and maths and develop home/school engagement in learning.	Subject Lead, SENCo Teachers and SLT	Reading gap closing and now PP children less than a term behind non PP. KS 2 (ALL) above ARE nationally
Released non class-based SENCO released to focus on support for groups of PP children with SEN	YES	SENCO to work with teachers, subject leads and Ed Psych in order to track pupil premium children across the school identifying barriers and supporting the implementation of intervention/involvement of external agencies.	Bridge gaps in learning in order to close gap and increase number of PP children making higher than expected progress	Monitored by SLT, Assessment Lead and reported to governors through SEN report, case studies and SENCO report on PP provision for SEN children at EYFS, KS 1 & KS 2	Although provision to narrow gap and support in place, Improving outcomes are a high priority action this year.
Funding release time for senior leaders to support other teachers.	YES	Phase leads to model outstanding teaching, team teach & support phase including NQT's with planning and assessment support. Sept 15	To increase pupil engagement in learning and increase number to 100% lessons monitored achieving good or better.	Monitored by SLT , SIP and reported to governors	Firm plans in place for partnership work from new deputy headteacher and Maths champion 16/17 to support RQT's and teachers in need of support
Employ full time pastoral support worker who will also act as the schools attendance officer. Support PP during periods of holiday	YES	Providing support for families and children and signpost and liaise with external agencies.	Overcome barriers to learning and increase attendance of low or late attenders Ensure children and families feel supported during holidays	HT, SENCO and Holiday club manager.	Provided support for various families overcoming barriers to learning. More rigorous systems in place to improve persistent absentees/lateness

Summary of actions for 2015-16 academic year:

This year, much of the funding will be used to provide respective children with appropriate support to make the expected progress in their learning. The additional support may include one or more of the following:

- Providing a high ratio of adult-pupil support including a third teacher in Y6
- Receiving extra support and intervention by the teacher or teaching assistant outside of core lessons by class teachers being released by specialist teachers in PE and Music
- Participating in other intervention programmes identified and organised by the class teacher, Subject Lead or SENCo e.g. spelling or reading programmes and hardware to support this i.e Maths/Home learning- Launch December 2015 & Accelerated reader- Launch Spr term 2016
- Receiving additional support from Pastoral teaching assistants through participating in THRIVE, SEAL and Baby SEAL Programmes
- Provision of non class based SENCO to track pupil premium children across the school identifying barriers and supporting the implementation of intervention/involvement of external agencies
- Funding release time for senior leaders to support other teachers
- Part-funding for residential trips, clubs including holiday club
- Part funding visits and visitors linked to learning
- Full time TA specialist employed to deliver speech and language 1:1 at EYFS and KS 1
- Providing additional learning resources- Ipads
- Attendance officer to track, monitor and support families with low attendance
- Providing support for families and children to help overcome barriers to learning through pastoral support worker
- Teacher funded to lead Hayes 'School without Walls' Programme
- Minibus ongoing costs to facilitate school without Walls



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What we learnt from 2015-16 academic year:

- School without Walls develops confidence and aspiration in the majority of pupils
- Children make accelerated progress in School Without Walls programme- Build on known formula for similar bespoke Interventions
- Build on the successes of Accelerated Reader Programme- through closer monitoring of reading habits and target setting at KS 2
- The additional adults in EYFS developing Speech & Language and behaviour has increased the number of children achieving the GLD- Build on these successes
- Build on successes of core values (specifically Aspiration, Resilience and Success) by whole school approach to Growth Mindset
- We need to ensure that All staff are aware of barriers to learning
- Teaching Assistants need formal training in Writing & Maths at KS 2
- Our SLT, SENDCO and English & Maths leads need to track PP groups with greater rigour
- Pupil Progress meetings need to reflect increased rigour regarding overcoming barriers to learning
- We need to further strengthen systems to eradicate persistent absence
- Further develop Marking & Feedback strategies
- A single governor needs to be assigned to oversee Pupil Premium spending in order to report to governors & hold the headteacher to account