



# Be all you can be

## Hayes School

1. Summary information					
<b>School</b>	Hayes School				
<b>Academic year</b>	2017-18	<b>Total PP budget</b>	£194,700	<b>Date of most recent PP review</b>	Dec 17
<b>Total number of pupils</b>	444 (404 excluding nursery)	<b>Number of pupils eligible for PP</b>	148 (36.5%)	<b>Date for next internal review of this strategy</b>	May 18

2. Current attainment		
	16/17 PP Pupils	16/17 All Pupils national
KS2		
% achieving in reading, writing and maths	25%	67%
Overall score progress in writing (from KS1 to KS2)	-4.48	+0.17
Overall score progress in reading (from KS1 to KS2)	-6.71	+0.33
Overall score progress in maths (from KS1 to KS2)	-5.62	+0.28
KS 1		
% Reading attainment	70%	79%
% Writing attainment	60%	72%
% Difference for maths attainment	70%	79%
% passing phonics screening cumulative year 1 and 2	81%	93%
EYFS		
% pupils achieving a good level of development	67%	69%

3. Barriers to future attainment (for pupils eligible for PP, including high attaining)	
In school barriers	
A	Behaviour issues for a small group of L KS2 pupils (mostly eligible for PP) are having a detrimental effect on their academic progress and that of their peers.
B	Social and emotional issues (particularly making relationships and managing feelings and behaviours) for a number of children in Early Years impact their own and other's access to the wider curriculum
C	Children who do not leave KS1 being able to read fluently struggle to access the KS2 curriculum.
D	A group of children in upper key stage 2 do not demonstrate the resilience and aspiration to progress in writing

E	Many children within our school have a lack of aspiration resulting in lack of independence from too many children. Too few children have not been active, diligent & responsible learners
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**External barriers**

F	Attendance rates for PP children 16/17 was 93.9% (compared to our 97% target). This reduces the number of hours spent in school learning.
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**4 Desired Outcomes**

	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
A	100% of children to pass the phonics screening by end of KS1 regardless of entry point	Phonics teaching is of a high standard and focuses on reading in order to support the greatest number of year 1 pupils to be fluent with their decoding skills (82% passing year 1 screening). Target of 82% of PP chn passing Y1 phonics screen. Intervention and support is designed an evaluated to ensure those in year have developed their decoding skills to improve. This is being supported by our involvement in the Phonics for Fluency project, where external support is given through CPD, Quality Assurance and regular monitoring of teaching learning & outcomes. See Plan
B	Higher rates of progress for PP children in English over the next two academic years	Build on the previous year's Reading and writing successes for PP progress in Y5 & 6 to improve outcomes in Y3 & 4. Reading and Writing outcomes for end of key stage children increases from 46% last year to 70% in 17/18 for reading. In writing, the children will achieve 80% (improving on last year's 77%) and closing the gap to 80% in GPS (improving on last years 54%) Year 3 & 4 to narrow the gap in Reading and Writing, by significantly improving children's attitudes to Reading and Writing. See Pre and Post surveys linked to Writing samples and Reading ages and Reading summary.
C	Increased attendance rates for pupils eligible for PP	Reduce the number of persistent absence among pupils eligible for PP to 4% or below. Overall PP attendance improves from 93.9% to 97% in line with our aspirational school target.
D	Behaviour is improved amongst all children across EYFS and KS1 to ensure they are ready to learn and make expected academic process	Our behaviour intervention and support programmes are streamlined; directed at highest area of need and the impact evaluated systemically in order for children to be given the help they need.
E	Meta cognition & Self Regulation- (Building on the successes of Growth	The children will be able to identify the key steps for keeping their

	<p>Mindset Work) All children from Y2-6 will be responsible for managing their learning autonomously. R &amp; Y1 will be able to articulate how they can improve and what they need to do next to improve.</p>	<p>town learning on track in order to access the curriculum at their ARE or above- resulting in a rise in attainment in Maths &amp; English (70 % in KS1 and 70% R, W &amp; M in KS2) narrowing the gap towards non-disadvantaged children.</p>
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Please note: This document should be read in conjunction with our SIP's and other linked action plans

<b>5. Planned expenditure</b>					
<b>Academic year: 2016-17</b>					
<b>i : Quality of teaching</b>					
<b>Desired Outcome</b>	<b>Cost</b>	<b>Pupil premium used for: Year 2017/18</b>	<b>What is the evidence and rationale for the approach / action?</b>	<b>How will this activity be monitored, when and by whom? How will success be evidenced?</b>	<b>Actual impact: Review date What did the action or activity actually achieve?</b>
<p>B: Higher rates of progress for PP children in English over the next two academic years</p> <p>E: Meta cognition &amp; Self Regulation- (Building on the successes of Growth Mindset Work) All children from Y2-6 will be responsible for managing their learning autonomously. R &amp; Y1 will be able to articulate how they can improve and what they need to do next to improve.</p>	0.2 £11,440	DHT employed to teach in formal partnerships across the school in English and Maths. The purpose will be to plan, deliver and reflect on lessons taught together in order to improve task design and use of AfL in order to provide suitable learning opportunities for all pupils. Active learning will also be improved through varying and reflecting on whole class teaching techniques.	<p>Evidence shows improvements in teacher pedagogy can come from lesson Study approach – this is using this approach on a more day-to-day basis over half a term.</p> <p>The approach intervenes with teachers during planning by making suggestions or asking challenging questions to ensure outcomes have carefully been considered; modelling aspects of lessons to expose teachers to a new approach; working with specific groups of pupils to narrow the gap or extend and challenge; evaluate lesson – considering what needs to come next in the sequence; and support with effective marking and feedback.</p>	<p>Classes or teachers will be chosen for a partnership by HT based on appraisal observations, book scrutiny and pupil data.</p> <p>DHT will discuss intended outcomes with teacher before commencing the intervention and evaluate after,</p> <p>SLT will scrutinise data to ensure an impact has been made.</p> <p>Pupil observations will be made before and after the partnership to observe the engagement in learning before and after the intervention. Questionnaires will be given about pupil's attitude to learning.</p>	
B: Higher rates of progress for PP children in English over the next two academic years	£33,338	Pay for an additional year 6 teacher to split 2	Reduced class sizes mean more targeted support for all children in their learning and supporting their	Monitored by SLT and governors consulted regarding sustainability and	

<p>E: Meta cognition &amp; Self Regulation- (Building on the successes of Growth Mindset Work) All children from Y2-6 will be responsible for managing their learning autonomously. R &amp; Y1 will be able to articulate how they can improve and what they need to do next to improve.</p>		<p>form year 6 between 3 teachers for morning lessons providing a high ratio of adult/pupil support. In addition to class based TAs. <i>Throughout the year</i></p>	<p>behaviours for learning. There are a number of pupils which display disruptive behaviour if needs are not met sufficiently. Reduced class sizes will enable teachers to plan for more targeted support. Reducing Class Sizes: EEF +3 <i>Reducing class size appears to result in around 3 months additional progress for pupils, on average. Intuitively, it seems obvious that reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the amount of high quality feedback or one to one attention learners receive</i></p>	<p>impact of extra adult provision. PPM will scrutinise progress data throughout the year and ensure adult ratios are be used to greatest effect for academic progress and ensure pastoral needs are being met.</p>	
<p>A: 100% of children to pass the phonics screening by end of KS1 regardless of entry point</p> <p>B: Higher rates of progress for PP children in English over the next two academic years</p> <p>E: Meta cognition &amp; Self Regulation- (Building on the successes of Growth Mindset Work) All children from Y2-6 will be responsible for managing their learning autonomously. R &amp; Y1 will be able to articulate how they can improve and what they need to do next to improve.</p>	<p>KS1- (covered pg4 )</p> <p>KS2 (4 Senior Teachers) Approx £5000</p>	<p>Funding release time for senior leaders (or specialist teachers) to support other teachers.</p> <p>Phase leads, and Outstanding teachers to model outstanding teaching &amp; support phase with planning sequences, behaviour management and assessment.</p>	<p>Evidence shows improvements in teacher pedagogy can come from lesson Study approach. The approach intervenes with teachers during planning by making suggestions or asking challenging questions to ensure outcomes have carefully been considered; modelling aspects of lessons to expose teachers to a new approach; working with specific groups of pupils to narrow the gap or extend and challenge; evaluate lesson – considering what needs to come next in the sequence; and support with effective marking and feedback.</p>	<p>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</p>	
<p>E: Meta cognition &amp; Self Regulation- (Building on the successes of Growth Mindset Work) All children from Y2-6</p>	<p>0.4 £19,752</p>	<p>Employment of music specialist teacher to ensure pupils have high</p>	<p>High quality arts education, as part of weekly music lessons and blocked drama teaching in specific year groups, will be used to promote</p>	<p>Pupil questionnaires to understand the impact of music and drama teaching towards their attitudes to</p>	<p>RB to review questionnaires from Jan in April from Drama and Music across the school.</p>

<p>will be responsible for managing their learning autonomously. R &amp; Y1 will be able to articulate how they can improve and what they need to do next to improve.</p>		<p>quality music and drama teaching from someone that is passionate and well skilled.</p>	<p>enjoyment in school and build self-esteem. Having a year group or class orchestra means pupils feel part of a community; they can make a positive contribution irrespective of maths, reading or language attainment and have a clear responsibility as part of an ensemble.</p> <p><b>Arts participation: EEF +2</b></p> <p><i>Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science learning. On average greater effects have been identified for younger learners.</i></p> <p><i>In some cases, specific arts activities have been linked with benefits on particular outcomes. For example, there is some evidence of a positive link between music and spatial awareness. Wider benefits on attitudes to learning and well-being have also consistently been reported.</i></p>	<p>school and how they value themselves as learners.</p>	
<p>A: 100% of children to pass the phonics screening by end of KS1 regardless of entry point</p>	<p>DHT £1,000</p>	<p>Releasing the phonics specialist (Mr Mann) to observe the quality of phonics provision across EYFS and KS1; to train teachers and TAs in the use of effective phonics teaching and to support in planning so all</p>	<p>This approach is supported by our involvement in the phonics for fluency programme. By having a teacher cover the class at these times, high quality teaching is not being missed and groups can carry on as usual so to enable minimal disruption to learning.</p> <p><b>Phonics: EEF +4</b></p> <p><i>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly</i></p>	<p>Monitoring and data collection is built into the Phonics for Fluency programme evaluation. Regular screening of pupils decoding skills will be used to track progress of key groups throughout the academic year.</p> <p>KS1 phase lead to oversee.</p>	

		pupils make their optimum progress.	<i>beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</i>		
<b>ii : Targeted Support</b>					
<b>Desired Outcome</b>		<b>Pupil premium used for: Year 2016/17</b>	<b>What is the evidence and rationale for the approach / action?</b>	<b>How will this activity be monitored, when and by whom? How will success be evidenced?</b>	<b>Actual impact: Review date What did the action or activity actually achieve?</b>
A: 100% of children to pass the phonics screening by end of KS1 regardless of entry point  B: Higher rates of progress for PP children in English over the next two academic years	£1000	High quality and accredited intervention programme training will be 'topped up' in order for intervention programmes to have maximum effect.  TAs will be sent on subject knowledge specific training to develop their areas of expertise.  The HLTA will monitor the intervention	The children will close the gap on peers in those particular subject areas. <b>Small Group Tuition EEF: +4</b> <i>Small group tuition is defined as one teacher or professional educator working with two, three, four, or five pupils. This arrangement enables the teacher to focus exclusively on a small number of learners, usually on their own in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</i>	English and maths lead will select intervention programme and staff suitable for training. Children's progress will be monitored half termly by teachers (data drop) and through pupil progress meetings.	

		trackers for English.			
B: Higher rates of progress for PP children in English over the next two academic years	0.5 £24,690	<p>‘Inspirational’ teacher employed 5 mornings a week to deliver ‘School without Walls’ Programme and reading and Writing programme for pupils with specific gaps in their learning.</p> <p>Type of intervention will vary based on pupil need across the academic year. Data, PPM, teacher (or specialist) knowledge and pupil voice will all contribute to intervention design.</p> <p>Minibus maintained to provide learning opportunities beyond the school-through School Without Walls programme.</p>	<p>To develop resilience and aspiration in order to develop positive learning attitudes and enhanced confidence and skills with their writing when integrating back into class.</p> <p><b>Outdoor Adventure Learning EEF: +4</b> <i>Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months’ progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.</i></p> <p>The children will close the gap on peers in those particular subject areas.</p> <p><b>Small Group Tuition EEF: +4</b> <i>Small group tuition is defined as one teacher or professional educator working with two, three, four, or five pupils. This arrangement enables the teacher to focus exclusively on a small number of learners, usually on their own in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</i></p>	<p>Children identified through data by not making expected progress over previous academic year. PPM and SLT to monitor impact on academic outcomes and behavioural changes.</p> <p>SLT and class teachers to monitor children when integrated back into the class. Are they able to apply their learning?</p>	<p>Year 5 SWW evaluation</p> <p>Year 3&amp;4 intervention in Spring 1 based on recommendations from Ed Psych &amp; LA SEN Advisory Teacher</p>



		An optimum 6 week programme is used with weekly excursions (Hooks), essentially out of class. This creates a context and purpose for writing.			
E: Meta cognition & Self Regulation- (Building on the successes of Growth Mindset Work) All children from Y2-6 will be responsible for managing their learning autonomously. R & Y1 will be able to articulate how they can improve and what they need to do next to improve	JB £25,082	<p>Highly qualified Maths Champion employed to support groups of children underachieving.</p> <p>Complimentary Interventions will be tailored from information gained from diagnostic assessments, teacher liaison and pupil conferencing</p>	<p>To develop confidence in maths for children working in small groups in morning and afternoon sessions.</p> <p>The Maths Champion will support more able mathematicians achieving Greater Depth and specific children with gaps in subject knowledge</p> <p>The Maths champion will work to support TA's through monitoring of Maths intervention programmes as well as supporting staff through partnership models of teaching a sequence together.</p> <p><b>Small Group Tuition EEF: +4</b>  <i>Small group tuition is defined as one teacher or professional educator working with two, three, four, or five pupils. This arrangement enables the teacher to focus exclusively on a small number of learners, usually on their own in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</i></p>	<p>Maths lead to monitor impact of interventions and meet with teachers and Maths champion to identify areas of need throughout the year for Pre &amp; post teaching Interventions. Pupil Progress Meetings will identify those children needing to make accelerated progress. HT &amp; DHT to signpost teachers to Maths champion when support is needed. Pupil questionnaires to be used to monitor their attitudes to maths and how they view themselves as mathematicians before and after interventions.</p>	

<p>A: 100% of children to pass the phonics screening by end of KS1 regardless of entry point</p>	<p>LM £15,071</p>	<p>Mrs Moore employed to deliver and train other staff to deliver effective speech and language intervention</p> <p>Children identified as low in below in communication and language (EYFSP) or below ARE through teacher judgements receive regular speech and language intervention either through a specific programme designed by external SLT or other interventions that are accredited for impact.</p> <p><i>Throughout the year</i></p>	<p>To develop speech and language as an early intervention and ready children for the rigours of a KS 1 English curriculum.</p> <p>There are a number of children's whose difficulty in forming relationships and managing their feelings in EYFS has a negative impact on their learning behaviours and academic progress in class. There is a positive correlation between this outcome and those with Sp &amp; L and communication problems.</p> <p>Oral language interventions: EEF +5</p> <p><i>Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year</i></p>	<p>Teachers will make assessments on pupils for evaluation by the SENDCo/ phase leader who will recommend the type of intervention or request external agency involvement.</p> <p>LM reports back to CT what they have been practicing in order to build on this in class.</p> <p>Impact monitored by SENDCO</p>	
<p>D: Behaviour is improved amongst all children across EYFS and KS1 to ensure they are ready to learn and make expected academic process</p>	<p>JP £14,181 SW £6,396 DB- £6,988</p>	<p>Pastoral support-releasing Mrs Palfrey, Ms Walker, Mrs Booth, in afternoons to deliver Thrive, SEAL and Baby SEAL.</p>	<p>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.</p> <p>Social and Emotional Learning EEF +4</p> <p><i>On average, SEL interventions have an identifiable and significant impact on attitudes to learning,</i></p>	<p>Mrs Palfrey is kept up-to-date with Thrive training and recommendations. Thrive is an accredited intervention for supporting behaviour. Repeating of thrive assessments to</p>	

		Children identified through thrive assessment will be offered sessions in small groups or a 1:1 basis depending on need.	<i>social relationships in school, and attainment itself (four months' additional progress on average).</i>	monitor progress. Through tracking their academic progress using SPTO. SEAL training is also kept up to date and supported by the SENDCo. Monitored by SENDCo/ Mrs Palfrey.	
<b>iii : Other approaches</b>					
<b>Desired Outcome</b>		<b>Pupil premium used for: Year 2016/17</b> <b>Brief summary of the intervention or action including details of the year groups involved and the timescale</b>	<b>What is the evidence and rationale for the approach / action?</b>	<b>How will this activity be monitored, when and by whom? How will success be evidenced?</b>	<b>Actual impact: Review date</b> <b>What did the action or activity actually achieve?</b>
B: Higher rates of progress for PP children in English over the next two academic years	Approx £3000	Subsidising trips, enrichment activities and educational visitors for all year groups where there is a direct and specific learning focus/ outcome.	To build self esteem, resilience and knowledge. To provide children with a shared experience and ensure they feel part of the school community and have a sense of belonging. Real life experiences provide enrichment for writing opportunities and motivation to write.	Phase leader will ensure visits and visitors have a direct impact on learning and the theme taught. They will look for evidence of progression of those children both socially and academically. PPM will provide opportunities to share successes.	Pupil Progress meetings
A: 100% of children to pass the phonics screening by end of KS1 regardless of entry point B: Higher rates of progress	DT 0.1 £5,720	SENCO to focus on PP children with SEND and working with LM (S&L) in providing specific 1:1	Previously the SENDco was released but staffing issues resulted in capacity being limited. Identify gaps and provide support for intervention or resources for teachers	Monitored by SLT, Assessment Lead and reported to governors through SEN report, case study and SENCO report on	

<p>for PP children in English over the next two academic years</p> <p>E: Meta cognition &amp; Self Regulation- (Building on the successes of Growth Mindset Work) All children from Y2-6 will be responsible for managing their learning autonomously. R &amp; Y1 will be able to articulate how they can improve and what they need to do next to improve.</p>		<p>&amp; small group interventions</p> <p>SENCo to work with teachers, subject leads and Ed Psych in order to track pupil premium + SEND children across the school (&amp; specifically in 4&amp;5 through Achievement for All. identifying barriers and supporting the implementation of intervention/involvement of external agencies.</p>	<p>and TAs in order to close gap and increase number of PP children making expected or higher than expected progress.</p> <p>Ensure suitable staff have had the correct training for the intervention and support they're given.</p>	<p>PP provision for SEN children at EYFS, KS 1 &amp; KS 2</p>	
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<p>C: Increased attendance rates for pupils eligible for PP</p>	<p>CF 0.1 £3,249</p> <p>DT 0.05 £2,860</p> <p>Attendance Admin EW 0.25</p> <p>£6,456</p>	<p>Work of family support worker. The role will include: schools attendance officer working with admin staff member responsible for attendance at 0.25</p> <p>Support PP during periods of holiday</p> <p>Providing support for families and children and signpost and liaise with external agencies.</p>	<p>Mrs Farmer to work with families to support them overcoming their barriers for their children attending school regularly and on time.</p> <p>If children are in school, they will be engaged in lessons and make progress.</p> <p>Parental involvement EEF: +3 <i>Although parental involvement is consistently associated with pupils' success at school, the evidence about how to increase involvement to improve attainment is mixed and much less conclusive. This is particularly the case for disadvantaged families. There is some evidence that supporting parents with their first child will have benefits for siblings. However, there are also examples where combining parental engagement strategies with other interventions, such as extended early years provision, has not been associated with any additional educational benefit. This suggests that developing effective parental involvement to improve their children's attainment is challenging and will need careful monitoring and evaluation.</i></p>	<p>Track attendance figures.</p> <p>Monitor the impact on academic and social progress for those pupils collected by the minibus in the mornings.</p> <p>Provide case study evidence of how improvements of pupil behaviour and parental communication.</p>	
<p>C: Increased attendance rates for pupils eligible for PP</p>	<p>Diesel £600.03</p> <p>Driver £3,250 + Escort £3,250</p>	<p>Minibus expenses- Diesel etc.</p> <p>Member of school staff to escort on the school minibus for morning collection. Provide liaison between school staff and</p>	<p>If children are in school, they will be engaged in lessons and make progress.</p> <p>Parental involvement EEF: +3 <i>Although parental involvement is consistently associated with pupils' success at school, the evidence about how to increase involvement to improve attainment is mixed and much less conclusive. This is particularly the case for disadvantaged families. There is some evidence that supporting parents with their first child will have benefits for siblings. However, there are also examples where combining parental engagement strategies with other interventions, such as</i></p>	<p>Track attendance figures.</p> <p>Monitor the impact on academic and social progress for those pupils collected by the minibus in the mornings.</p> <p>Provide case study evidence of how improvements of pupil behaviour and parental communication.</p>	

		parents.	<i>extended early years provision, has not been associated with any additional educational benefit. This suggests that developing effective parental involvement to improve their children's attainment is challenging and will need careful monitoring and evaluation.</i>		
<b>iv : Additional actions with no cost</b>					
<b>Desired Outcome</b>		<b>Pupil premium used for: Year 2016/17</b> <b>Brief summary of the intervention or action including details of the year groups involved and the timescale</b>	<b>What is the evidence and rationale for the approach / action?</b>	<b>How will this activity be monitored, when and by whom? How will success be evidenced?</b>	<b>Actual impact: Review date</b> <b>What did the action or activity actually achieve?</b>
All Outcomes		Assign a governor to monitor impact of PP strategy and provide challenge and feedback to SLT	Previously no one governor had an in-depth understanding of the PP provision and costings. This allocates a specific person to represent the governing body to be challenging and support with evaluation. This more rigorous system holds the HT & SLT to account for PP funding.	Governing body and any external agencies that are requested to evaluate our impact.	
B: Higher rates of progress for PP children in English over the next two academic years		Reallocation of role of class based TA's in KS 2 in order to support key groups (in class) and to provide cover for class teacher to run group interventions	Mastery learning approach through 'keep up intervention' enables children to understand and address misconceptions from their learning allowing them to narrow the gap with their peers and keep up with class learning. EEF: +5 <i>There are a number of meta-analyses which</i>	Class teachers using SPTO & EGGs (writing) to assess individual and group progress. Over seen & scrutinised by SLT during Pupil progress meetings. Monitored by English lead.	

		<p>in the afternoon based on learning of English in that day or previous day- <i>Pre &amp; post learning Interventions</i></p>	<p><i>indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches.</i></p>		
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