



**1. Summary information: The information dates to the latest available data from 2018/19 due to COVID19, school closure and the lack of end of year data**

<b>School</b>	Hayes School				
<b>Academic year</b>	2020-2021	<b>Total PP budget</b>	£198,043 £205,698 full year	<b>Date of most recent Internal PP review</b>	Sept 2021
<b>Total number of pupils</b>	436 (374 excluding nursery)	<b>Number of pupils eligible for PP</b>	172 (39.4%)	<b>Date of External review of this strategy</b>	DEC 20 Postponed due to Covid

**2. Current Attainment & Progress**

<b>KS2</b>	<b>18/19 PP Hayes Attainment</b>	<b>18/19 All Hayes</b>	<b>18/19 PP National</b>	<b>18/19 All National</b>	<b>18/19 PP Hayes Progress</b>	<b>18/19 All Hayes Progress</b>	<b>18/19 PP National Progress</b>	<b>18/19 All National Progress</b>
Combined R, W & M	71%	81%	51%	65%	N/A			
Reading	81%	88%	62%	73%	+3.03	+2.45	-0.62	+0.03
Writing	71%	83%	68%	78%	+1.95	+1.6	+0.26	TBC
Maths	86%	93%	67%	79%	+4.07	+4.11	-0.71	+0.03
<b>KS 1</b>								
% Reading attainment	63%	73%	62%	75%				
% Writing attainment	58%	68%	55%	70%				
% Maths attainment	67%	73%	63%	76%				
% passing phonics screening Year 1	78%	75%	70%	82%				
<b>EYFS</b>				2018				
% pupils achieving a good level of development	64%	73%	TBC	72%				

<b>3. Barriers to future attainment (for pupils eligible for PP, including high attaining)</b>	
<b>In school barriers</b>	
Behaviour issues for a small group of UKS2 pupils (mostly eligible for PP) having a detrimental effect on their academic progress and that of their peers	
Social and emotional issues (particularly making relationships and managing feelings and behaviours) for a number of children which impact their own and other's access to the wider curriculum, beyond what would be expected due to Covid 19.	
Children who do not leave KS1 being able to read fluently struggle to access the KS2 curriculum. This has been exacerbated by Covid 19.	
A group of children in upper key stage 2 do not demonstrate the resilience and aspiration to progress in writing.	
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.	
<b>External barriers</b>	
Attendance rates for FSM children 18/19 was 94.18 % (97% target). This reduces the number of hours spent in school learning. Covid19 has impacted on attendance at school which will continue to be a high priority.	

<b>4. Desired Outcomes</b>		
	Desired outcomes/how measured?	Success Criteria
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 (80% passing year 1 screening). Target of 80% of Pupil Premium children passing Year 1 phonics screen. Intervention and support is designed and evaluated to ensure those in year have developed their decoding skills to improve and make accelerated progress once school is fully open and all pupils back in the classroom. Phonics programme updated in line with the most recent Read, Write, Inc programme. Pupils supported, where necessary, through interventions outside of the daily phonics provision. Pupils with additional funding are highlighted within these groups. Intensive intervention to be supplied by teaching assistants.
B	Higher rates of progress for PP children in English over the next two academic years	Build on previous Reading and writing success for Pupil Premium progress by maintaining high attainment for Year 6 pupils. Reading and Writing outcomes for end of key stage PP children increased from 52% in 2018 to 81% in 2019 for reading.
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 to 97% in line with our aspirational school target.
D	Behaviour is improved amongst all children across the early years Foundation Stage (EYFS) and Key Stage 1 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	<p>Meta cognition &amp; Self Regulation- (Building on the successes of Growth Mindset Work) All children from Years 2 to 6 will be responsible for managing their learning autonomously. Reception and Year 1 will be able to articulate how they can improve and what they need to do next to improve.</p>	<p>The children will be able to identify the key steps for keeping their own 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. Teachers are aware of children with additional funding in their classes. The adoption of our feedback strategy – ELF (empowering learners through feedback) – supports pupils-independently accessing support other than use of ‘the adult’ and knowing the next steps in order to make progress. This has been a particular success due to the use of Seesaw during lockdown and a real focus for development as a school, led by school leaders. We will continue to invest in high quality CPD to develop feedback in order to impact outcomes.</p>
---	---	--

### 5. Planned Expenditure

Academic year: 2020/2021

#### i : Quality of teaching

Desired Outcome	Cost	Pupil premium used for: Year 2020/21	What is the evidence and rationale for the approach / action?	How will it be monitored, when and by whom? How will success be evidenced?	Actual impact & Review date - What did activity actually achieve? Impact is qualitative due to lack of data
<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</p>	<p>0.2 DHT £11,440 0.5 AHT £30,000</p> <p>0.5 Teacher £25,000</p>	<p>Deputy Headteacher (DHT) employed to teach in partnerships in years five and four English and Maths.</p> <p>The purpose will be to plan, deliver and reflect on lessons taught together in order to improve task design and use of Assessment for Learning in order to provide suitable learning opportunities for all pupils. Active learning will also be improved through varying and reflecting on</p>	<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 are carefully 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. Reduced adult pupil ratio means more targeted support for all</p>	<p>Classes or teachers will be chosen for a partnership by HT based on appraisal observations, book scrutiny and pupil data. DHT will discuss intended outcomes with the teacher before commencing intervention and evaluate after. SLT will scrutinise data to ensure an impact has been made. Pupil observations will be made before and after partnership to observe the engagement in</p>	<p>DHT worked alongside teachers to support planning and assessment. Regular reviews of online and in school provision supported team.</p> <p>AHT worked alongside two teachers in Y6 to ensure they were supported in best delivery online and in school. AHT regularly undertook monitoring of online provision in order to support Key stage and supported teachers by taking on classes when absent, due to COVID 19.</p>

<p>improve.</p>		<p>whole class teaching techniques. Assistant Headteacher (AHT) now working in partnership alongside two year 6 colleagues in English and maths to support teaching and learning.</p>	<p>children in their learning and supporting behaviours for learning. There are a number of pupils which display disruptive behaviour if needs are not met sufficiently. Increased teacher to pupil ratio 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>learning before and after intervention. Questionnaires will be given about the pupil's attitude to learning.</p>	<p>This ensured children always had a teacher to support online learning during lockdown. No DATA</p>
<p>B: Higher rates of progress for PP children in English over the next two academic years  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>AHT 0.5 £30,000</p>	<p>AHT to conference with pupils from years 3 – 6 to monitor management of autonomous learning. A high ratio of adult/pupil support.</p>	<p>Reduced adult pupil ratio means more targeted support for all children in their learning and supporting their behaviours for learning.  There are a number of pupils who 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>Monitored by SLT and governors consulted regarding sustainability and 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 to ensure pastoral needs are being met.</p>	<p>Whilst pupil conferencing was not possible due to restrictions, monitoring of learning &amp; responses to learning were undertaken. SLT met regularly to monitor those at Risk of non-engagement. SLT/Inclusion team ensured all children who required technology to access learning were in receipt of chromebooks and support to access relevant apps etc. Daily Zooms were introduced to ensure all children were engaged and when pupils absent from this, teachers followed up with phone calls and referred to SLT/ Inclusion team to action.</p>



			<i>benefits on attitudes to learning and well-being have also consistently been reported.</i>		
A: 100% of children to pass the phonics screening by end of KS1 regardless of entry point	DHT £1, 000	Releasing the phonics specialist and Y1 team to observe the quality of phonics provision working in partnership with another local school. KS1; to train teachers and TAs in the use of effective phonics teaching and to support in planning so all pupils make their optimum progress.	This is supported by our involvement in the phonics for fluency programme. By having a teacher cover the class, high quality teaching is not being missed and groups can carry on as usual to enable minimal disruption to learning. Phonics: EEF +4. <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 phonics is particularly beneficial for younger learners (4-7 yrs) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (eg whole language/alphabetic approaches), but it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and only part of a successful literacy strategy.</i>	Monitoring and data collection is built into the Year one action plan. Regular screening of pupils decoding skills will be used to track progress of key groups throughout the academic year. Phase lead to oversee.	Phonics groups were regularly monitored and teachers conferenced with phase leads/ Phonics lead and assessed on a half termly basis with DT and CM (year 1) and ST in Y2 . Children and staff grouped and revised according to changing needs within bubbles. When in school daily intervention in phonics and reading targeted at lowest 20%.

**ii : Targeted Support**

<b>Desired Outcome</b>		<b>Pupil premium used for: Year 2020/21</b>	<b>What is the evidence and rationale for the approach / action?</b>	<b>How will it be monitored, when and by whom? How will success be evidenced?</b>	<b>Actual impact &amp; Review date - What did the 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. HLTA will monitor the intervention trackers for English.	The children will close the gap on peers in those particular subject areas. Small Group Tuition EEF: +4 <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>	Leaders will select intervention programme and staff suitable for training. Children's progress will be monitored half termly by teachers' pupil progress meetings and through pupil progress meetings.	TA's deployed in and out of school to deliver phonics to EYFS and KS 1. TA's new to school revised RWI training and systems used within school.

<p>B: Higher rates of progress for PP children in English over the next two academic years</p>	<p>0.5 £24,690</p> <p>0.5 £30,000</p>	<p>Additional two teachers employed 5 mornings a week to support children in year six for pupils with specific gaps in learning. 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 quality first teaching model and intervention design.</p>	<p>To develop resilience and aspiration in order to develop positive learning attitudes and enhanced confidence and skills with their Reading, Writing and Maths in class and when receiving small group or 1:1 support. The children will close the gap on peers in three R's. <i>Small Group Tuition EEF: +4 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 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. SLT to closely track the impact and provision of support.</p>	<p>Year six benefitted from a two teacher model during lockdown and within school, but there was the necessity to use these teachers to cover year groups when staff were unwell. Staff covered year groups across the school to ensure online provision was uninterrupted.</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>Speech and Language specialist (SALT) employed to deliver 1:1 and small group sessions. Also to train other staff to deliver effective speech &amp; language intervention. Children identified low or 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. Throughout the year.</p>	<p>To develop speech and language as an early intervention and ready children for the rigours of a KS 1 English curriculum. 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. 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>LM (SALT) continued to provide support online and in school to support children 1:1. This was valued by parents and children enabling those with most significant S&amp;L needs were met. LM met regularly with SENDCo and SLT to ensure that children had bespoke provision when possible to meet needs. This was included in much of the ISP information monitored by the LA SEND team.</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. Children identified through thrive assessment will be offered sessions in small groups or a 1:1 basis depending on need.</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. Social and Emotional Learning EEF +4</p> <p><i>On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).</i></p>	<p>Mrs Palfrey up-to-date with Thrive training and recommendations. Thrive is an accredited intervention for supporting behaviour. Repeating of thrive assessments to monitor progress. Through tracking their academic progress using SPTO.</p> <p>SEAL training is also kept up to date and supported by the SENDCo. Monitored by SENDCo/ Mrs Palfrey.</p>	<p>Pastoral support in lockdown and in school has never been in such high demand. JP met children via zoom and in person, when required to support SEMH needs. This provision has been much appreciated by children and parents dealing with pressures the pandemic presented.</p> <p>In addition, teachers would regularly conference with children and discuss with SLT to action at weekly High Needs meeting. Actions were high priority and reviewed on a weekly basis by the HT, DHT, SENDCo, pastoral lead and FSW. HT would discuss these actions with Chair of Governors, and this was priority during governors meetings.</p>
---	--	--	--	--	---

**iii : Other approaches**

Desired Outcome		Pupil premium used for 2020/21	What is the evidence and rationale for the approach / action?	How will it be monitored, when and by whom? How will success be evidenced?	Actual impact & Review date - What did activity achieve? Impact is qualitative - lack of data
<p>B: Higher rates of progress for PP children in English over the next two academic years</p>	<p>Approx £3000</p>	<p>Subsidising trips, enrichment activities and educational visitors for all year groups where there is a direct and specific learning focus/ outcome.</p>	<p>To build self-esteem, resilience and knowledge.</p> <p>To provide children with a shared experience and ensure they feel part of the school community and have a sense</p>	<p>Phase leader will ensure visits and visitors have a direct impact on learning and the theme taught. They will look for evidence of progression</p>	<p>Visits did not occur due to national guidance</p>



			<p>of belonging.</p> <p>Real life experiences provide enrichment for writing opportunities and motivation to write.</p>	<p>of those children both socially &amp; academically. PPM will provide opportunity to share successes.</p>	
<p>A: 100% of children to pass phonics screening by end of KS1 regardless of entry point.</p> <p>B: Higher rates of progress for PP children in English over next 2 academic years.</p> <p>E: Meta cognition &amp; Self Regulation- (Building on the successes of Growth Mindset Work) All children from Y2-6 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>DT 0.1 £5,720</p>	<p>SENCO to focus on PP children with SEND and working with LM (S&amp;L) in providing specific 1:1 &amp; small group interventions. SENCO to work with teachers, subject leads and Ed Psych in order to track pupil premium + SEND children across the school identifying barriers and supporting the implementation of intervention/involvement of external agencies.</p>	<p>In order for PP SEND children to feel supported and make good progress in their learning. Identify gaps and provide support for intervention or resources for teachers and TAs in order to close gap and increase number of PP children making expected or higher than expected progress. Ensure suitable staff have had the correct training for the intervention and support they're given.</p>	<p>Monitored by SLT, Assessment Lead and reported to governors through SEN report, case study and SENCO report on PP provision for SEN children at EYFS, KS 1 &amp; KS 2.</p>	<p>See above</p>

C: Increased attendance rates for pupils eligible for PP	CF 0.2 £6,498 DT 0.05 £2,860  Attendance Admin EW 0.25 £6,456	Work of family support worker. The role will include: schools attendance officer working with admin staff member responsible for attendance at 0.25. Support vulnerable PP families during periods of holiday. Providing support for families and children and signpost and liaise with external agencies.	Mrs Farmer to work with families to support them overcoming barriers for their children attending school regularly and on time. If children are in school, they will be engaged in lessons & make progress. Parental involvement EEF: +3 <i>Although parental involvement is consistently associated with pupils' success at school, 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>	Track attendance figures.  Provide case study evidence of how improvements of pupil behaviour and parental communication.	Attendance high priority during lockdown and after full re opening. High needs team met to discuss and action children in all categories: Vulnerable and non engagers being high priority. Every effort made to ensure children either attended our setting or had regular contact with teacher and additional support. Attendance figures reported daily to DfE
<b>iv : Additional actions with no cost</b>					
<b>Desired Outcome</b>		<b>Pupil premium used for 2020/21</b>	<b>What is the evidence and rationale for the approach / action?</b>	<b>How will it be monitored, when and by whom? How will success be evidenced?</b>	<b>Actual impact &amp; Review date - What did activity actually achieve? Impact is qualitative due to lack of data</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 HT & SLT to account for PP funding.	Governing body and any external agencies that are requested to evaluate our impact.	Impact reviewed internally 20/21 above- Next year 21/22 review able to be conducted due to full data available and full reopening anticipated for the year.
B: Higher rates of progress for PP children in English over the next two academic years		Pre teaching model deployed whilst children attend assembly twice a week.	Mastery learning approach through 'keep up intervention' enables children to understand and address misconceptions from their learning allowing them to	Class teachers using pre and post assessments/AFL to assess individual and	Pre Teaching unable to be facilitated during year.

			<p>narrow the gap with their peers and keep up with class learning.</p> <p><i>EEF: +5 - There are a number of meta-analyses which 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>	<p>group progress. Overseen &amp; scrutinised by SLT during Pupil progress meetings. Monitored by English lead.</p>	
--	--	--	---	---	--

Please note: This document should be read in conjunction with our SIP's and other linked action plans