

Hayfield School
Pupil Premium
Strategy 2020/21

SUMMARY INFORMATION	
School	Hayfield School
Period Covered	Sept 20 to Sept 21
Number of pupils eligible for PP	63
Total PP Budget	Total Income: £145,910 (Pupil Premium £115k) (Catch Up Premium £30K)

REVIEW DATES	DESIGNATED STAFF	DESIGNATED STAFF
December 2020 March 2021 July 2021	Lee Comber – Headteacher School Business Manager	John Weise Chair of Governors

IDENTIFIED BARRIERS TO ACHIEVEMENT

1	Cognitive Limitations which limit pupil's ability to access learning or make a sufficient rate of progress.
2	Social Communication Difficulties which incorporate poor emotional regulation skills / strategies and form a barrier or prevent children from accessing learning.
3	Parental engagement with school - especially regarding attendance, which in turn impacts of pupil's academic progress.
4	Access to extra-curricular activities - educational and enrichment experiences, which in turn develop and improve our pupils' social communication skills , mental well-being, willingness and readiness to learn.

KEY EXPENDITURE – Summary of how allocation will be spent

Area of Spend	Focus	Allocation
<u>Catch Up Premium:</u>		
Full Time Higher Level Teaching Assistant	<ul style="list-style-type: none"> a) Small group intervention to support the acquisition of basic literacy and numeracy skills b) 1:1 intervention to support the acquisition of basic literacy and numeracy skills c) Small group intervention to support the acquisition of language skills d) 1:1 intervention to support the acquisition of language skills 	£30,000
<u>Pupil Premium:</u>		
0.8 Teacher	<ul style="list-style-type: none"> a) To establish a Forest School b) Purchase the resources to run an effective Forest School c) Train a Teaching Assistant to deliver the Forest School Initiative d) Purchase resources 	£40,000
Teaching Assistant Level Three	e) Oversee and coordinate the THRIVE intervention programme.	£18,000
Teaching Assistant Level Two	<ul style="list-style-type: none"> a) Support the delivery of the THRIVE intervention programme b) Small group intervention to support development of social communication skills c) 1:1 intervention to support development of social communication skills d) supporting development of pupil's sensory needs throughout the school 	£5,000
School Attendance Office	<ul style="list-style-type: none"> a) Monitoring pupil attendance b) Support parents in improving pupil attendance c) Support from Education Welfare Service to improve pupil attendance throughout the school 	£16,000
Breakfast Club	a) Purchase of food and resources for children attending breakfast club	£500
Occupational Therapist Support	a) Provide advice and guidance on supporting pupil's sensory needs throughout the school	£10,000
Curriculum Enrichment	a) Providing opportunities for curriculum enrichment activities	£3,000
Total Spend		£122,500

Hayfield School Pupil Premium Funding Plan September 2020

<u>Identified Barrier to Achievement</u>	<u>Focus</u>	<u>Intended outcomes</u>	<u>Actions / Monitoring</u>	<u>Impact of Intervention</u>
<p>Cognitive Limitations which limit pupil's ability to access learning or make a sufficient rate of progress.</p> <p>In addition to this, vast majority of pupils have been out of school since March 2020 and need additional teaching in order to make up for lost learning time.</p>	<p>Employment of 0.8 Teacher to set up and develop a Forest School Provision on the school site. The teacher will be responsible for:</p> <ul style="list-style-type: none"> a) The delivery of weekly Forest School sessions across the whole school. b) Production of planning and school documentation linked to the delivery of focus school. c) Recording and monitoring pupil progress <p>Employment of Higher Level Teaching Assistant who will be responsible for the delivery of:</p> <ul style="list-style-type: none"> a) Small group intervention to support the acquisition of basic literacy and numeracy skills b) 1:1 intervention to support the acquisition of basic literacy and numeracy skills c) Small group intervention to support the acquisition of language skills d) 1:1 intervention to support the acquisition of language skills 	<p>All pupils will engage in outdoor learning activities and develop:</p> <ul style="list-style-type: none"> a) Social communication skills b) Personal and social skills c) Problem solving skills d) Fine and Gross motor skills <p>All pupils taking part in the intervention groups will:</p> <ul style="list-style-type: none"> a) Become significantly more engaged in classroom learning; b) become increasingly more independent in their learning and around school; c) Have access to learning in a way that is more appropriate to their needs (smaller groups / 1:1); d) achieve end of year targets in English, Mathematics and PHSE; e) develop and increase in their confidence in all reading, writing and number skills 	<p>The Teacher will:</p> <ul style="list-style-type: none"> a) Develop a scheme of work that supports outdoor learning across the calendar year. b) Produce risk assessments and policy documents for the school's approach to outdoor learning c) Deliver Forest School on a weekly basis to the children across the whole school. <p>The HLTA will:</p> <ul style="list-style-type: none"> a) Work with class teachers to identify those children whom require additional support; b) Produce a weekly timetable identifying when small groups / 1:1 intervention will be carried out throughout each school week; c) Liaise with class teachers to plan learning opportunities which will develop skills and knowledge in English, Maths and PHSE; d) Liaise closely with the senior teacher responsible for pupil progress and learning to monitor closely and track progress. 	<p><u>Spring 2021</u></p> <p>In January 2021, the country entered in a further lockdown. The result of this was that a considerable number of parents chose to keep their children at home.</p> <p>Between January and March, numbers of pupils on site fluctuated.</p> <p>The nature of the lockdown and the rules associated with bubbles and social distancing have made utilising this initiative very difficult.</p> <p>In line with many other schools on the Wirral, once the children are settled and returned to school. We will identify those in most need of support and focus our attention on this.</p> <p>It is our intention that this work will continue at the beginning of the Summer Term 21.</p> <p><u>Summer 2021</u></p> <p>The impact of this will be reviewed at the end of the summer term as</p>

				<p>part of the data and pupil progress scrutiny.</p> <p>Forest School: The introduction of a Forest School curriculum has been a fantastic success for the school. It has extremely motivating for many of the children who are often reluctant to engage in classroom learning.</p> <p>By utilising the skills of a very talented teacher we have been able to set up a Forest School in the true sense of the word and create a fabulous learning environment that can be assessed by all the children.</p>
<p>Social Communication Difficulties, which incorporate poor emotional regulation skills / strategies and form a barrier or prevent children from accessing learning.</p>	<p>Employment of Teaching Assistant Level Three who will be responsible for:</p> <ul style="list-style-type: none"> a) Coordinating the delivery of the THRIVE Programme b) Small group intervention to support the development of emotional regulation skills c) 1:1 intervention to support the acquisition of emotional regulation skills. d) Develop a series of workshops to support those parents most 	<p>All pupils taking part in the THRIVE Programme will:</p> <ul style="list-style-type: none"> a) Develop their own script for seeking adult support in an appropriate way; b) Develop successful strategies that will support them in self-regulating their emotions; c) Grow in confidence around the school and be able to access all aspects of the school day at Hayfield with minimal support; 	<p>The TA3 will:</p> <ul style="list-style-type: none"> a) Work with the Deputy Head Teacher to highlight which parents should be supported and establish a plan of action for the remainder of the academic year. b) Work with class teachers to identify those children whom require additional support; c) Produce a weekly timetable identifying when small groups / 1:1 intervention will be carried 	<p><u>Spring 2021</u></p> <p>In January 2021, the country entered in a further lockdown. The result of this was that a considerable number of parents chose to keep their children at home.</p> <p>Between January and March, numbers of pupils on site fluctuated.</p>

	<p>in need of support within the home environment or who are deemed to be “hard to reach”</p> <p>Employment of Teaching Assistant Level Two who will be responsible for:</p> <p>a) The delivery of the THRIVE Programme.</p>	<p>d) Reduce the number of incidents in school in which they act in a violent or aggressive way towards others;</p> <p>e) Be able to engage in learning within the classroom environment at Hayfield School with minimal adult support;</p> <p>Parental Outcomes:</p> <p>a) Develop an improved relationship with hard to reach parents and increase their willingness to engage in school and class staff.</p> <p>b) Through identifying the support parent needs, empower them to access services and agencies based on the Wirral that will improve outcomes for their children.</p>	<p>out throughout each school week;</p> <p>d) Liaise with SLT regarding the needs of the children and the amount of support required;</p> <p>e) Attend social care meetings or medical appointments with parents when additional support is needed;</p> <p>f) Act as the lead person for THRIVE, managing the work load of the TA2.</p>	<p>The nature of the lockdown and the rules associated with bubbles and social distancing have made utilising this initiative very difficult.</p> <p>In line with many other schools on the Wirral, once the children are settled and returned to school. We will identify those in most need of support and focus our attention on this.</p> <p>It is our intention that this work will continue at the beginning of the Summer Term 21.</p> <p><u>Summer 2021</u></p> <p>Throughout the Summer Term, the THRIVE team have been able to resume their normal workload.</p> <p>12 children of all ages across the school receive support from the team.</p> <p>We are reviewing how the school identifies those children in need of support in readiness for the next academic year. This will include a change in the line management of the team.</p> <p>Further work is needed in developing the parental support role. Unfortunately, it has been</p>
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				difficult to engage with parents and run workshops in a meaningful way due to the lockdown.
	<p>Employment of Shine Therapy Services to:</p> <ul style="list-style-type: none"> a) Carry out assessments of individual pupil's sensory needs; b) Provide advice and guidance to Hayfield School staff regarding the sensory needs of our children; c) Act as a referral point for staff queries / concerns regarding sensory issues 	<p>Pupils will:</p> <ul style="list-style-type: none"> a) Have access to specialist support concerning their sensory needs b) Have their sensory needs met in class; c) Access to an up to date and effective morning sensory circuit which addresses their needs d) Be able to access classroom based learning and in turn make academic progress. <p>Class based staff will:</p> <ul style="list-style-type: none"> a) have a better understanding of Sensory issues and their impact on children with ASC; b) Have access to specialist advice regarding our children's sensory needs. 	<p>Lead Teacher will;</p> <ul style="list-style-type: none"> a) Work with Shine Therapy Services to develop a programme which will improve the sensory provision for pupils at Hayfield School b) Work with Shine Therapy Services to upskill and develop staff knowledge of Sensory issues. 	<p><u>Spring 2021</u></p> <p>In January 2021, the country entered in a further lockdown. The result of this was that a considerable number of parents chose to keep their children at home.</p> <p>Between January and March, numbers of pupils on site fluctuated.</p> <p>The nature of the lockdown and the rules associated with bubbles and social distancing have made utilising this initiative very difficult as the service stopped coming in to support schools.</p> <p>It is our intention that this work will continue at the beginning of the Summer Term 21.</p> <p><u>Summer 2021</u></p> <p>Since resuming full time schooling, Shine have been unable to commit to providing a service this school year. Rather than focusing on</p>

				<p>sensory support, we have used SHINE to map out and develop a plan for improving our communication strategy and resources. We currently have two members of the SLT working with them and developing this project in readiness for September 2021</p> <p>A new SLA has been purchased for September 2021 for additional Sensory Support for one day per week.</p>
	<p>Continue to develop the ways in which our pupils are able to manage and regulate their emotional wellbeing through:</p> <ul style="list-style-type: none"> a) Introduction of fully qualified reflexologist one day per week; b) Participation in the Mindfulness for Schools programme and associated training. c) Introduction of Story Massage 	<p>Staff will:</p> <ul style="list-style-type: none"> a) Develop their skills and knowledge in working with and supporting children who often struggle to manage their own mental wellbeing; b) Develop a range of skills to support pupils with mental health concerns. <p>Pupils will:</p> <ul style="list-style-type: none"> c) become competent and confident in talking about their own emotional wellbeing; d) be able to make their needs known to the adults they work with and in turn be able to access learning; e) make progress in all areas of the national curriculum. 	<p>The Deputy Headteacher will:</p> <ul style="list-style-type: none"> a) coordinate the school's work in the area of mental health; b) Attend a series of mental health training events and roll out the class teachers; c) Monitor the effectiveness of initiatives across the school; d) Work with children and classes to deliver the training to children. e) Achieve the Attached Friendly School Award 	<p><u>Spring 2021</u></p> <p>In January 2021, the country entered in a further lockdown. The result of this was that a considerable number of parents chose to keep their children at home.</p> <p>Between January and March, numbers of pupils on site fluctuated.</p> <p>The nature of the lockdown and the rules associated with bubbles and social distancing have made utilising this initiative very difficult as the service stopped coming in to support schools.</p>

				<p>It is our intention that this work will continue at the beginning of the Summer Term 21.</p> <p><u>Summer 2021</u> Lockdowns have prevented a lot of work in this area, and so much of it has been moved to the next academic year.</p>
<p>Parental engagement with school - especially regarding attendance, which in turn impacts of pupil's academic progress.</p>	<p>Employment of Attendance Officer who will:</p> <ul style="list-style-type: none"> a) Monitor pupil attendance on a daily basis; b) Act as a liaison point for parents regarding their children's attendance at Hayfield School; 	<p>Pupils will:</p> <ul style="list-style-type: none"> a) Attend school on a daily basis; b) Make progress in the national curriculum 	<p>School Attendance Office will:</p> <ul style="list-style-type: none"> a) Organise and run attendance panel meetings with support of the schools Education Welfare Officer 	<p><u>Spring 2021</u> In January 2021, the country entered in a further lockdown. The result of this was that a considerable number of parents chose to keep their children at home.</p> <p>This clearly had an impact on attendance and in turn we work we could do with parents.</p> <p>It is our intention that this work will continue at the beginning of the Summer Term 21.</p> <p><u>Summer 2021</u> Whilst the data for the last two years is impacted by the pandemic. It is pleasing to see that we are likely to complete this school year on a similar level to the school year 2018/19.</p>

				<p>Whole School Absence Year on Year:</p> <p>2016/17 – 7.09%</p> <p>2017/18 – 7.41%</p> <p>2018/19 – 5.29%</p> <p>2019/20 – Not Applicable</p> <p>2020/21 – 5.46%</p>
<p>Access to extra-curricular activities - educational and enrichment experiences, which in turn develop and improve our pupils' social communication skills , willingness and readiness to learn.</p>	<p>To provide a range of enrichment activities that will develop and improve our pupils' social communication skills , willingness and readiness to learn</p>	<p>Pupils will:</p> <ol style="list-style-type: none"> Be able to participate fully in themed weeks, school trips and residential trips (if appropriate this academic year) Have access to educational visits or enrichment activities that will offer them an enhanced curriculum Have increased opportunities to participate in non PE enrichment activities. Eg, Art/cultural based activities. Develop their social skills, independence, perseverance and teamwork through participation in a wide range of activities throughout the school year 	<p>The School Leadership Team will:</p> <ol style="list-style-type: none"> Provide pupils with a wide range of activities (both PE and non PE) which will provide them with a varied and enriching curriculum; Measure the impact of all enrichment activities to ensure that they impact positively on pupil progress; 	<p><u>Spring 2021</u></p> <p>In January 2021, the country entered in a further lockdown. The result of this was that a considerable number of parents chose to keep their children at home.</p> <p>This resulted in all outdoor trips, residential visits and guests being cancelled.</p> <p>It is our intention that this work will continue at the beginning of the Summer Term 21.</p> <p><u>Summer 2021</u></p> <p>See Spring 2021, there were no activities planned due to the pandemic and limitations on movement outside of the school.</p>

How will the school measure the impact of the Pupil Premium?

At Hayfield, barriers to learning are identified from the EHCP or statement. Data collection and the monitoring and tracking of attainment are used to inform pupil progress. This enables the early identification of need, support and appropriate intervention. Pupil progress meetings take place every term. The school reviews the impact of interventions purchased. When selecting Pupil Premium interventions, all pupils across the school are considered. There are some pupils who are not eligible for Pupil Premium who will benefit from these groups if their needs are similar and we believe that progress can be made towards individual targets. Pupil Premium Funding and the impact is included as an item on the Headteacher's Report to Governors.

Designated staff member responsible for Pupil Premium Funding: Mr Lee Comber

Nominated governor: Mr John Weise