

Hayfield School



Pupil Premium Strategy 2019/20

Learning to live
&
love life together



Article 3: All organisations concerned with children's should work towards what is best for each child.

SUMMARY INFORMATION	
School	Hayfield School
Period Covered	Sept 19 to Sept 20
Number of pupils eligible for PP	61
Total PP Budget	£110,000

REVIEW DATES	DESIGNATED STAFF	DESIGNATED STAFF
December 2019 March 2020 July 2020	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 , willingness and readiness to learn.

KEY EXPENDITURE – Summary of how allocation will be spent

Area of Spend	Focus	Allocation
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 	£5,000
Teaching Assistant Level Three	<ul style="list-style-type: none"> a) 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	<ul style="list-style-type: none"> a) Organise breakfast club b) Purchase of food and resources for children attending breakfast club 	£4,000
Occupational Therapist Support	<ul style="list-style-type: none"> a) Provide advice and guidance on supporting pupil's sensory needs throughout the school 	£10,000
Pupil Wellbeing & Mindfulness	<ul style="list-style-type: none"> a) Weekly visits from qualified Reflexologist b) Membership and associated training for Mindfulness in Schools Project 	£5,000
Curriculum Development	Purchase of: <ul style="list-style-type: none"> a) Literacy Counts Schemes of Work b) Dimensions Curriculum c) Numicon resources and teaching materials d) New reading books and library resources e) Staff training in Maths and English from external advisory teachers f) Upgrading and purchase of new ICT equipment 	£35,000
Curriculum Enrichment (Including Residential Visits)	<ul style="list-style-type: none"> a) Supplementing the costs of school residential trips 	£12,000

	b) Providing opportunities for curriculum enrichment activities	
	Total Spend	£110,000

Hayfield School Pupil Premium Funding Plan September 2019

<u>Identified Barrier to Achievement</u>	<u>Focus</u>	<u>Intended outcomes</u>	<u>Actions / Monitoring</u>	<u>Impact of Intervention</u>
Cognitive Limitations which limit pupil's ability to access learning or make a sufficient rate of progress.	Employment of Higher Level Teaching Assistant who will be responsible for the delivery of: 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	All pupils taking part in the intervention groups will: 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	The HLTA will: 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.	
	Improve the delivery and pupil progress in all areas of English through: a) Investment in the 'Literacy Counts' writing resources; b) Investment in new library and reading books and resources; c) Staff training in the teaching of early reading skills; d) Staff training in Moderation of English	All pupils will: a) Through the use of high quality literature, develop their motivation to read and take part in writing activities; b) Make greater accelerated progress in the English curriculum;	English lead will: a) Attend training from Literacy Counts b) Liaise with SLT in the purchase of new resources c) Monitor pupil progress and identify patterns and areas for development across the English curriculum	
	Improve the delivery and pupil progress in all areas of Mathematics through: a) Investment in the 'Numicon' resources; b) Staff training in the teaching of early mathematics – number, skills; c) Staff training in Moderation of Mathematics.	All pupils will: a) Through the use of high quality early maths resources, develop their motivation to take part in mathematics; b) Make greater accelerated progress in the Mathematics curriculum;	Mathematics lead will: a) Attend training from Sarah Squared consultancy b) Liaise with SLT in the purchase of new resources c) Monitor pupil progress and identify patterns and areas for development across the Mathematics curriculum	
	Improve the delivery and pupil progress in all areas of the Foundation Subjects through: a) Investment in the 'Dimensions' curriculum and resources; b) Staff training in the teaching of Dimensions curriculum;	All pupils will: a) Develop their love of learning through a more enriching and relevant curriculum for the foundation subjects; b) Make greater accelerated progress in the foundation subjects and curriculum;	Subject Leaders will: a) Attend training from the Dimensions consultant teacher b) Review how pupil progress is monitored across the school	

	<p>c) Staff training in Moderation of pupil progress within the Dimension Curriculum and online assessment programme.</p>		<p>c) Monitor pupil progress and identify patterns and areas for development across the Foundation subjects</p>	
	<p>Review and purchase the range of ICT resources available across the school, investigating;</p> <p>a) The quality of Android / iPad; b) Increasing the number of laptops in each classroom; c) Replacing the desktop computers in each classroom.</p>	<p>The School will:</p> <p>a) Have high quality ICT resources across all classrooms</p> <p>Pupils Will:</p> <p>a) Make greater accelerated progress in the computing curriculum;</p>	<p>The Business Manager:</p> <p>a) Carry out an audit of ICT resources across the school; b) Liaise the Headteacher and authorise the purchase of high quality resources for the classrooms</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> <p>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.</p> <p>Employment of Teaching Assistant Level Two who will be responsible for:</p> <p>a) The delivery of the THRIVE Programme.</p>	<p>All pupils taking part in the THRIVE Programme will:</p> <p>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; d) Reduce the number of incidents in school in which they act in a violent or aggressive way towards others; e) Be able to engage in learning within the classroom environment at Hayfield School with minimal adult support;</p>	<p>The TA3 will:</p> <p>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 SLT regarding the needs of the children and the amount of support required; d) Attend social care meetings or medical appointments with parents when additional support is needed; e) Act as the lead person for THRIVE, managing the work load of the TA2.</p>	
	<p>Employment of Shine Therapy Services to:</p> <p>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>	<p>Pupils will:</p> <p>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> <p>Class based staff will:</p>	<p>SLT will;</p> <p>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>	

		<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>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. 	
<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; c) Manage and organise the morning breakfast club 	<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 b) Organise and support in the delivery of a range of workshops designed to develop parent engagement with the school (i.e.Sleep, Christmas Crafts Club). 	
<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> <ul style="list-style-type: none"> a) Be able to participate fully in themed weeks, school trips and residential trips b) Have access to educational visits or enrichment activities that will offer them an enhanced curriculum c) Have increased opportunities to participate in non PE enrichment activities. Eg, Art/cultural based activities. d) 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> <ul style="list-style-type: none"> a) Provide pupils with a wide range of activities (both PE and non PE) which will provide them with a varied and enriching curriculum; b) Measure the impact of all enrichment activities to ensure that they impact positively on pupil progress; 	

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