

Hayfield School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail (As of 13th July 2026)	
School name	Hayfield School
Number of pupils in school	175
Proportion (%) of pupil premium eligible pupils	39% (65% FSM)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 2026 to August 2029
Date this statement was published	September 2026
Date on which it will be reviewed	Annually - Summer 2027
Statement authorised by	Mr L Comber
Pupil premium lead	Mr L Comber
Governor lead	Mrs E Shutt

Funding overview

Detail (Based on Indicative Budget for the Financial Year Beginning 01/04/26)	Eligible Pupils
Pupil premium: Deprivation (Free School Meals Ever 6)	97
Pupil premium: Service Children (Ever 6)	0
Pupil premium: Children adopted from care (Post LAC)	5
Pupil premium: Looked After Children (LAC)	0
Pupil Premium:	102 pupils

Part A: Pupil premium strategy plan

Statement of intent

At Hayfield School we work towards all of our children 'Growing, Learning and Thriving'. Our highest expectations inspire children to embrace learning and life as an adventure. As well as our Children reaching their highest academic potential, at Hayfield we practise a child-centred holistic approach and by Y6 our agreed cumulative goals for our children is that they can reach or be on a positive path to acquiring the following life skills:

- Are Confident and Independent
- Have strong Self Help Skills
- Take Responsibility for their own learning and recognise links with the outside world
- Respect themselves and others; and take Responsibility for their own behaviour and demonstrate Tolerance
- Develop Thinking skills in order to make Positive Choices

Our Pupil Premium Funding enables the school to ensure that our children are at the centre of a broad, varied and interesting learning experience and that equips them for their future education. We aim to ensure that they acquire the personal qualities, attitudes, skills, knowledge and understanding necessary for personal fulfilment and a developing social responsibility in a rapidly changing world, and one in which they are increasingly at a disadvantage. The holistic nature of our practice will promote positive mental health and well-being and will enhance our children's life skills and social skills.

Statement of Intent

Ultimate objectives for disadvantaged pupils

- Ensure every disadvantaged pupil (those eligible for Pupil Premium / FSM and other pupils facing socioeconomic disadvantage at Hayfield) achieves their best within an appropriately adapted, ambitious curriculum so they leave Year 6 with the life skills described in our school goals: confident independence, strong self-help skills, responsibility for learning and behaviour, tolerance and decision-making skills.
- Narrow gaps in access, engagement, attendance and progress between disadvantaged pupils and their peers by focusing on resources where barriers are greatest (cognitive access, social communication and emotional regulation, parental engagement, access to enrichment).
- Secure sustained improvement by embedding evidence-based whole-school practice and targeted support across the three-tier DfE Menu of Approaches (High-Quality Teaching; Targeted Academic Support; Wider Strategies).

How this strategy uses a balanced, tiered approach aligned to the DfE Menu of Approaches and informed by high-quality evidence (primarily Education Endowment Foundation (EEF) guidance and the DfE menu evidence brief) to:

- 1) strengthen universal classroom practice for pupils with SEND and social communication needs;
- 2) provide targeted, curriculum-aligned small-group and 1:1 support where gaps are identified; and
- 3) remove wider barriers (attendance, emotional regulation, enrichment access, family engagement).

Evidence summaries for chosen approaches are referenced in each activity (links to EEF and DfE guidance).

Key principles of the strategy

- Inclusive by design: high-quality teaching is the first line of action for every pupil; additional support supplements, not replaces, excellent classroom practice (EEF SEND guidance; EEF high-quality teaching guidance). [EEF - Special Educational Needs in Mainstream Schools](#), [EEF - High Quality Teaching](#)
- Diagnose then target: use assess-plan-do-review cycles and data (attendance, assessments linked to pathway, EHC outcomes, observational and speech & language / therapy input) to match support to individual barriers. [EEF - SEND guidance: EEF Guide to Pupil Premium](#)
- Evidence-led and evaluated: choose approaches with strong or promising EEF/DfE evidence; monitor implementation fidelity and outcomes; adapt where impact is not observed. [DfE Menu of approaches evidence brief](#)
- Whole-child approach: recognise social communication, emotional regulation and self-help skills as preconditions for learning; fund SEL, behaviour support, and enrichment alongside academic provision. [EEF - Social and emotional learning; Improving behaviour guidance]
- Partnership with families: prioritise accessible, targeted parental engagement to improve attendance, home support for learning and continuity with school strategies. [EEF - Working with Parents to Support Children's Learning](#)

Context-specific summary (Hayfield School)

- Special primary maintained school, Reception–Year 6, 175 pupils (100% with EHCPs), 115 pupils eligible for FSM (65%), whole-school attendance 92.6% (as at 13th July 2026) with 22% of pupils classed as Pupil Absence (PA); primary need: social communication difficulties and associated emotional regulation barriers; growing complexity (70+ children with Band 3 funding). Strategy is tailored to this context: universal SEND-informed pedagogy, pathways curriculum (Red/Purple/Green/Blue), targeted interventions for cognition and language, and wider strategies to improve attendance, parental engagement and enrichment access.

2. Challenges

Challenge Number	Detail of challenge
1	Cognitive limitations that restrict pupils' access to the curriculum or limit rate of progress (all pupils have an EHCP and there is a wide range of cognitive profiles across the school; many pupils require scaffolded, explicit instruction and long-term support in all aspects of their understanding and engagement in learning).
2	Social communication difficulties and poor emotional regulation which reduce readiness to learn and access to lessons (primary school population with social communication needs; emotional dysregulation affects engagement).
3	Parental engagement and attendance: parental engagement with school (including for attendance and supporting learning at home) is inconsistent; attendance is 92.6% with 22% of pupils having persistent absence concerns — this impacts progress and continuity.
4	Access to extra-curricular enrichment, educational experiences and resources (barriers to participation due to cost, transport, sensory/communication needs) limiting social communication practice, wellbeing and broader development.
5	Staff consistency, workload and capacity to deliver specialist, evidence-based interventions and to maintain consistency across a large staff (need to support staff retention, CPD and consistent practice across the 4 curriculum pathways).

3. Intended Outcomes

Intended Outcome	Success Criteria
1. Pupils with cognitive barriers make measurable progress in curriculum knowledge and basic skills (reading, communication-rich curricula and personalised outcomes)	- Reading - 60% of children make at least 2 levels of progression across the academic year - Writing - 60% of children make at least 2 levels of progression across the academic year -Number - 70% of children make at least 2 levels of progression across the academic year - Teacher assessment and moderated evidence (work samples, portfolios) show improved application of taught strategies.
2. Improved emotional regulation and social communication enables greater lesson access	- Fewer recorded lesson disruptions and improved engagement in targeted classes (classroom behaviour incident metrics decrease by 10% — baseline to be set Autumn Term 2026). -Embedded use of Behaviour Smart App to log and understand Behaviour Incidents and follow up action needed. - Measurable improvements in emotion-regulation goals within Individual Support Plans (ISP)/EHC outcomes for disadvantaged children. Linked closely to the bullet point directly above.
3. Increased and sustained attendance among disadvantaged pupils	- Whole school attendance for disadvantaged pupils rises to 94% (currently 92.2%) and persistent absence for PP pupils reduces to below 20% (currently 22%). - Targeted families engage in agreed attendance plans (attendance plan uptake and follow-up actions logged).

4. Greater participation in enrichment and extracurricular activities	- All pupils across the school have access to curriculum enrichment activities across the academic year 2026 to 2027 - All pupils who want to attend Residential are able to attend. - Pupil and parent/carer feedback shows increased enjoyment and social interaction (termly surveys).
5. Staff skills, retention and consistency to deliver the new pathway curriculum and evidence-based approaches	- All class teams complete targeted CPD (SEND pedagogy, explicit instruction, metacognition, scaffolding, attachment/trauma-informed practice). - Teacher retention improved (reduced voluntary turnover), and staff survey shows improved clarity of expectation and wellbeing (termly pulse survey results improved). - Subject leaders for each pathway demonstrate confidence and monitoring evidence in curriculum implementation (subject leader reports & SLT checks).

(Note: success thresholds to be reviewed and set numerically in the first term with governors/SENCO/SLT using baseline data.)

4. Activity in This Academic Year

This details how we are going to spend our pupil premium funding this academic year to address the challenges listed above

Teaching Budgeted Cost: £90,000		
Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Ensure that teaching within the four curriculum pathways is taught well. Children are provided with: a. A positive and supportive environment b. Staff who have a clear u/s of pupil needs, what needs to be taught and when c. Clear methods of assessment closely aligned to the curriculum pathways.	EEF SEND guidance emphasises inclusive curriculum design, clarity on what is taught and adapting high-quality teaching to meet SEND needs; DfE Pupil Premium Menu recommends prioritising high-quality teaching and curriculum development as Tier 1 spend. EEF - Special Educational Needs in Mainstream Schools, DfE Menu of approaches evidence brief	1, 2, 5
2. Whole-school CPD programme (year-long, sequenced) focused on: explicit instruction / Rosenshine principles; scaffolding; metacognition & self-regulated learning; flexible grouping; and communication strategies for social communication needs. Protected time for modelling, coaching and lesson-drops.	EEF high-quality teaching and Teaching & Learning Toolkit: metacognition & self-regulation (high impact), explicit instruction and scaffolding are recommended for SEND. EEF updates stress PD and coaching for implementation fidelity. EEF - High Quality Teaching, EEF - Metacognition guidance & Toolkit updates	1, 2, 5

3. Improved TA deployment model and staffing ratios with explicit roles (scaffolding framework: self-scaffolding → prompting → clueing → modelling), planned TA-teacher briefing time and TA training to deliver structured interventions and support independence (reduce stereo-teaching).	EEF Making Best Use of Teaching Assistants guidance and SEND guidance: TAs can add value if strategically trained, prepared and used to supplement teacher input (not replace it). EEF - Special Educational Needs guidance: Making Best Use of TAs guidance (EEF)	1, 2, 5
4. Invest in diagnostic and formative assessment tools aligned to each pathway (including communication and reading assessments) and train staff to use results to adapt teaching and pre-teach vocabulary and concepts.	EEF guidance: regular purposeful assessment to build holistic understanding of pupil needs; assessment should inform targeted instruction and interventions. EEF - SEND guidance; EEF Guide to Pupil Premium	1, 2

Targeted Academic Support Budgeted Cost: £20,000		
Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Structured small-group teaching aligned to: a) Reading / Phonics b) Writing c) Numeracy Sessions: frequent (2–3x weekly), timetabled for 6–12 week cycles, led by trained HLTA with regular monitoring, monitored by member of leadership team.	EEF: Small group tuition shows moderate impact (~+4 months); specialist tuition aligned with curriculum and frequent sessions produce best outcomes. EEF - Small Group Tuition	1, 2

2. Structured 1:1 teaching aligned to: a) Reading / Phonics b) Writing c) Numeracy Sessions: 1:1 tutoring for pupils with significant gaps in literacy / communication (where assessment indicates need); short, regular sessions (30–60 mins, 3x/week over 6–12 weeks) with exit planning to reintegrate learning to class.	EEF: One-to-one tuition can produce moderate gains (up to ~+5 months) when additional to classroom teaching and delivered by trained staff. [EEF - One to One Tuition / Toolkit entries] (see small group & 1:1 entries in EEF Toolkit). EEF - Small Group & One to One summaries	1
3. Targeted speech, language & communication therapy blocks (ELSA) and language interventions designed to improve oral language and comprehension for pupils on pathways requiring communication-focus. Prioritise highest needs and integrate classroom strategies suggested by NHS SALT.	EEF evidence: oral language interventions have moderate impact on outcomes; SEND guidance recommends integrated SALT partnerships and early targeted support. EEF - Oral Language / SEND guidance	1. 1, 2

Wider Strategies Budgeted Cost: £55,000		
Activity	Evidence that supports this approach	Challenge number (s) addressed

1. Emotional Regulation and Support Targeted social, emotional and behaviour support (therapeutic, trauma/attachment-informed practice, small group sessions), with staff trained in approaches identified by EEF Improving Behaviour and SEL guidance. Embed consistent behaviour language and routines across the school.	EEF guidance on Social & Emotional Learning and Improving Behaviour in Schools shows moderate positive impacts when implemented with fidelity and staff PD. EEF - Social & Emotional Learning guidance: EEF Improving Behaviour guidance	2
2. Attendance improvement programme: family-centred, responsive approach combining early contact, personalised attendance plans, targeted parental engagement, and liaison with external services. Use tailored approaches for persistent absentees and monitor outcomes.	EEF rapid evidence assessment on attendance interventions finds promising evidence for targeted parental engagement and responsive, individualised approaches; DfE also recommends tailored multi-agency approaches. EEF - Attendance interventions rapid evidence assessment, DfE Menu of approaches evidence brief	3

3. Funded enrichment and extracurricular access (subsidised trips, clubs, residentials, forest/sensory provision and regular outdoor/social communication activities) including transport and staff support to enable participation for FSM pupils.	DfE / EEF Pupil Premium guidance highlights wider strategies (enrichment, extracurricular) as important for engagement; EEF Toolkit indicates arts/physical participation and structured extracurricular programmes can raise engagement and have modest educational benefits if linked to curriculum and wellbeing goals. [DfE Menu; EEF Toolkit - Arts / Physical Activity / After School] (https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833), EEF - Small Group/Extracurricular notes in Toolkit	4
4. Parent/carers workshops and tailored support (attendance conversations, workshops on supporting self-help and communication at home, clear multi-channel communications —texts, face-to-face, translated resources where needed). Provide targeted, sustained parental engagement where needed.	EEF Working with Parents guidance: parental engagement can yield small-to-moderate gains (~+3 months) and targeted, sustained family support shows promise; DfE Menu recommends parent communication as Tier 3 strategy. EEF - Working with Parents to Support Children's Learning, DfE Menu of approaches evidence brief	3, 4

5. Breakfast club / targeted meal provision for identified pupils (reduce morning barriers, improve punctuality, support social time) with monitoring of attendance and engagement.	Evidence on meal provision is mixed but targeted provision for disadvantaged pupils can support attendance and readiness to learn in some contexts; EEF attendance evidence suggests universal provision has small effects while targeted approaches can be more effective. Monitor local impact. [EEF - Attendance rapid evidence review; EEF Toolkit references] (https://educationendowmentfoundation.org.uk/education-on-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment)	3, 4
6. Funded transport / sensory-aware provision and pre-visit planning for trips / extracurriculars so pupils with sensory and communication needs can attend and access enrichment.	DfE Pupil Premium guidance and EEF SEND recommendations: remove access barriers to enrichment; plan reasonable adjustments and specialist support so SEND pupils can participate. DfE Menu; EEF - SEND guidance, EEF - Special Educational Needs guidance	4
7. Wellbeing & staff support (review workload, protected planning time, wellbeing resources and regular staff communication channels tied to pathway implementation).	The EEF & sector guidance emphasise leadership investment in staff wellbeing to maintain consistent practice and implementation fidelity; staff capacity is vital for sustained strategy delivery. DfE Menu; EEF implementation guidance (Putting Evidence to Work)	5

Evidence base (selected, core references used across this strategy)

EEF — Special Educational Needs in Mainstream Schools (guidance): evidence and recommendations on inclusive curriculum, high-quality teaching, deployment of TAs and targeted interventions. [EEF - Special Educational Needs in Mainstream Schools](#)

EEF — Teaching & Learning Toolkit: small group tuition, one-to-one tuition, metacognition & self-regulation, feedback, oral language, social & emotional learning, and other strands referenced throughout the plan. [EEF - Teaching & Learning Toolkit \(small group tuition page\)](#)

EEF — High Quality Teaching and related guidance (including guidance on CPD, coaching and implementation). [EEF - High Quality Teaching support](#)

EEF — Working with Parents to Support Children's Learning (parental engagement guidance). [EEF - Working with Parents to Support Children's Learning](#)

EEF — Attendance interventions: Rapid Evidence Assessment and Evidence Brief on attendance (informs attendance work and the emphasis on targeted, responsive family approaches). [EEF - Attendance interventions rapid evidence assessment](#)

DfE — Pupil Premium “Menu of Approaches” evidence brief (tiered model and expectations for Pupil Premium strategy). [DfE - 'Menu of approaches' evidence brief](#)
(Each activity above links to these authoritative sources in the Activity tables. Where programmes are implemented, school will prioritise approaches and providers with proven evidence or EEF ‘Promising’ classification and monitor local impact.)

Implementation, Monitoring and Evaluation (brief operational plan)

Governance and leadership

- SLT responsibility: named Pupil Premium lead (linked to SENDCo and Assistant Head). Governors receive termly Pupil Premium impact report.
- Each pathway has a senior lead with responsibility for curriculum implementation and progress reporting to SLT.

Monitoring & evaluation approach (linked to EEF implementation guidance)

- Implementation fidelity checks: lesson observations, intervention delivery checklists, TA/teacher briefing logs.
- Impact measures: pathway assessment outcomes, reading/language measures, attendance data (termly), ISP/EHC outcome reviews, parental engagement uptake, participation in enrichment activities, staff wellbeing pulse-checks.
- Short-cycle evaluation: each 6–12 week intervention block will have pre/post measures and brief evaluation notes; unsuccessful interventions reviewed and replaced.
- Annual full evaluation and three-year strategy review informed by EEF Pupil Premium guide (three-year planning recommended).

This Pupil Premium Strategy for Hayfield School is informed by the DfE Menu of Approaches and the Education Endowment Foundation's evidence base. Key references used in the development of this plan are linked throughout and listed above for governors and stakeholders to review.

(Selected core documents referenced: [EEF - Special Educational Needs in Mainstream Schools](#), [EEF - Small Group Tuition](#), [EEF - Working with Parents](#), [EEF - Attendance interventions rapid evidence assessment](#), [DfE - Pupil Premium 'Menu of approaches' evidence brief](#).)

Part B: Pupil premium strategy plan

Outcomes for Disadvantaged Children

Pupils with cognitive barriers make measurable progress in curriculum knowledge and basic skills (reading, communication-rich curricula and personalised outcomes)

This target was achieved for Mathematics, but the school still need to do additional work in Reading and Writing. Each of these areas are strongly linked to the children's social communication difficulties meaning that the progression rates are slower.

Work will continue in this area into the new academic year

Improved emotional regulation and social communication enables greater lesson access

The complexity of the children's needs has changed considerably within a short period of time. As a consequence, the school has seen a sharp increase in the number of children with challenging behaviours. Significant amounts of CPD have been provided to the staff in this area, including Teamteach and emotional regulation. This is an area that the school continues to grow in and the staff are continuing to develop their skills

Increased and sustained attendance among disadvantaged pupils

Pupil attendance continues to improve year on year. The Family advocates and the changes in the school's approach to attendance have supported this.

Greater participation in enrichment and extracurricular activities

The year the school introduced clearer methods for identifying children who access enrichment activities. Next year this will be clearer to see.