

# Pupil Premium Strategy Statement

Summary information					
<b>School</b>	HAYFIELD PRIMARY SCHOOL				
<b>Academic Year</b>	2016-17	<b>Total PP budget</b>	£23,400 (+£9500 for LAC/adopted, which doesn't all come into school and is spent directly on PP+ pupils)	<b>Date</b>	1/10/16
<b>Total number of pupils</b>	185	<b>Number of pupils eligible for PP</b>	18 (FSM + Ever 6) 5 (LAC or adopted) = 23 in total	<b>Date for next internal review of this strategy</b>	January 2017

Attainment and progress of disadvantaged pupils at end of KS2 2016 (5 pupils out of class of 32)		
	<i>Pupils eligible for PP (our school, 5 pupils)</i>	<i>All pupils (national average)</i>
<b>% achieving the national standard in R, W &amp; M combined</b>	<b>20% (all pupils 47%)</b>	<b>53%</b>
<b>% achieving the national standard in Reading</b>	<b>20% (all pupils 56%)</b>	<b>65%</b>
<b>% achieving the national standard in Writing</b>	<b>20% (all pupils 69%)</b>	<b>74%</b>
<b>% achieving the national standard in Maths</b>	<b>20% (all pupils 66%)</b>	<b>69%</b>
<b>Progress measure for Reading</b>	<b>-2.9 (all pupils -0.7)</b>	
<b>Progress measure for Writing</b>	<b>-4.3 (all pupils -1.6)</b>	
<b>Progress measure for Maths</b>	<b>-3.0 (all pupils -2.0)</b>	

End of KS2 5-year average (2011-2015) (Data from EEF)		
	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (our school)</i>
Reading attainment	70.6% (above NA)	95.4% (well above NA)
Maths attainment	76.5% (well above NA)	87.5% (well above NA)
Value added APS	0.05	0.02

Attainment across the school (Years 1 – 6) at end of 2016 (Data from 'Class Attainment End of Year 2015-16' sheets)						
	<i>Eligible for PP (22 pupils)</i>		<i>All pupils (160)</i>			
	Expect +	Exceed	Expect +	Exceed	Gap	Gap
Reading attainment	62%	5%	76%	24%	-14%	-19%
Writing attainment	59%	5%	74%	16%	-15%	-11%
Maths attainment	45%	0%	73%	17%	-28%	-17%

Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	The oral language skills of some pupils in Reception and KS1, including some eligible for PP, are poor.
B.	Overall, pupils eligible for PP are not attaining as well as all pupils in the core subjects, especially in mathematics
C.	High ability pupils eligible for PP do not make as much progress as low ability pupils eligible for PP, and they don't attain as well as all more able pupils.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Majority of disadvantaged pupils live with one biological parent (plus mother's partner in most cases) and some have emotional issues that may affect their learning.

<b>Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Improved speech and language skills of all pupils, including PP pupils, in Reception and KS1.	Oral language skills for PP pupils will be as developed as for those not in receipt of PP.
<b>B.</b>	Raised attainment in all core subjects, especially in mathematics, of all PP pupils.	The attainment gap between PP pupils and all pupils will be narrowed in all core subjects.
<b>C.</b>	Accelerated progress in core subjects of high ability PP pupils	Outcomes for high ability PP pupils in all core subjects will, overall, be in line with that of all pupils.
<b>D.</b>	Help parents to better support their child to achieve her/his potential.	Home support will be improved, helping PP pupils to maximise their progress.
<b><i>How these desired outcomes link with key priorities for improvement on the School Development &amp; Improvement Plan (SDIP)</i></b>		
<b>SDIP Key priorities 2016-17</b>		<b>Pupil Premium Strategy desired outcomes</b>
1. Improve the consistency of quality teaching and assessment of English, so that all children can make expected or expected+ progress.		<b>A, B, C</b>
2. Raise the standards of teaching and assessment of mathematics, so that all children can make expected or expected+ progress.		<b>B, C</b>
3. Raise the standards of teaching and assessment of science, so that all children can make expected or expected+ progress.		<b>B, C</b>
4. Enhance learning and the curriculum through developing and improving: growth mindset, personal safety and wellbeing (carried out by action research/working parties – linked to performance management).		All desired outcomes have potential to be met if the school develops a growth mindset culture, improves children’s understanding of how to keep themselves safe, and improves the wellbeing of both staff and pupils.

<b>Planned expenditure</b>					
<b>Academic year</b>			<b>2016-17</b>		
<i>The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies</i>					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Implementation review date?</b>
A. Improved speech and language skills of all pupils, including PP pupils, in Reception and KS1.	Continue using ECAT & Talk Boost strategies and materials in whole class, quality first teaching to support all children in Reception & Year 1, including PP pupils, with oral language delay.	Children benefited from this programme last year, so it is to be used again this year to boost development of language skills. Giving all children a good start will benefit all in the longer term.	Monitor implementation. Regular evaluation. Observe teaching & learning. Feedback.	English Lead	January 2017

<p>B. Raised attainment in all core subjects, especially in mathematics, of all PP pupils.</p>	<p>Following thorough analysis of end-of-year tests, set targets for improvement in reading, maths and SPaG and draw up action plans.  <b>English</b> Consultant to provide staff training on teaching and assessment of Guided Reading, grammar &amp; spelling (see SDP).  <b>Maths</b> lead &amp; deputy to provide staff training on teaching of reasoning &amp; maths mastery.  <b>Science</b> consultant to work with science lead and all teachers to improve ‘working scientifically’, planning and assessment in Science.</p> <p>Change timetable to maximise time for quality teaching of spelling, grammar and GR. Ensure daily, hourly lessons of Literacy and Maths are protected.  TAs (Y1 – Y6) to support teaching of reading during daily GR sessions.  Purchase additional GR books, Numicon, and Target Your Maths (Y1 to Y6) for core scheme to improve independence and progression.  Purchase reading, SPaG and maths assessment materials to enable more regular and rigorous <b>assessment</b> – and a whole school approach.</p>	<p>In English, analysis shows weakness in retrieval, inference &amp; deduction skills, and in how to give full answers to written questions in tests.  In maths, analysis shows that, following last year’s focus on arithmetic skills, standards were raised in this area. This year, we need a greater focus on developing children’s reasoning skills and ability to articulate their reasons and understanding.  Children also need to develop independence in this area, the confidence and resilience to take risks (growth mindset – see SDP) and ‘have a go’, and they need to improve their ‘test technique’.  Observation of science T &amp; L shows a weakness in children’s ability to work scientifically with a growing independence.  Assessment of learning also needs to be improved in this subject.</p>	<p>INSETS 5<sup>th</sup> &amp; 6<sup>th</sup> Sept.  English staff meetings: 27.9.16 and 1.12.16  Maths staff meetings: 20.9.16 and 3.11.16 - NCETM/ NRich research.  Science training &amp; development: see timetable.  Increased monitoring – PM lesson obs, planned learning walks, book &amp; planning scrutinies, involving governors.  Growth mindset work: see action plan.  (See SDP, staff meeting agenda, Science Training &amp; Development Timetable, subject action plans and Monitoring, Evaluation &amp; Review Calendar 2016-17)</p>	<p>Head,  Deputy,  Maths Lead,  English Lead,  Science Lead</p>	<p>January 2017</p> <p><i>(Science consultant support will cost school an estimated £6000 – including new resources. £5000 funded through ENTHUSE grant. English consultant is a Governor Co-Chair, who provides some free training, some to whole cluster, thereby reducing costs for individual schools, and charges for some training – estimated 2016-17: £1000)</i></p>
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C. Accelerated progress in core subjects of high ability PP pupils	CPD on moving children from expected to exceeding, e.g. develop independence and increase work output of more able pupils (e.g. this group being set to work from lesson onset, following written instructions; raised expectations; increasing research-based work & application of skills; competitive learning etc). English and science consultants to work with individual teachers on teaching & learning strategies to get the best out of more able pupils, esp. those in receipt of PP.	Percentage of pupils exceeding the new national standard in the core subjects needs to be raised. Teachers' understanding of what 'exceeding' looks like needs to be improved. Regular summative assessments (see B) will better inform teachers about progress and will help them to plan next steps for effectively.	Monitor during PM lesson observations. Feedback. Pupil progress termly meetings. Pupil discussion groups. Book and planning scrutinies.  (See SDP and Monitoring, Evaluation & Review Calendar 2016-17)	Head Deputy Head	January 2017
<b>Total budgeted cost</b>					<b>£16,385</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Implementation review date?</b>
A. Improved speech and language skills of all pupils, including PP pupils, in Reception and KS1.	Rec & Y1 TAs to run small intervention groups using materials from ECAT and Talk Boost, and feedback to teachers (complete evaluation sheets).	An increasing number of pupils start school with poor language skills, including PP pupils. These programmes proved successful last year, so we are using it again.	TAs to evaluate interventions to look at impact and report to class teacher, SENCo and Headteacher.	English lead	Jan 2017

<p>B. Raised attainment in all core subjects, especially in mathematics, of all PP pupils.</p>	<p><b>Maths:</b> Purchase ‘The Power of 2’ books and resources for one-to-one maths intervention. Train TAs in using this resource. Provide intervention to those identified in need (prioritise PP pupils - <i>in addition to maths lesson</i>).</p> <p><b>English:</b> Run the Success with Reading 1-1 programme again this year for low-achievers (prioritise PP pupils) – <i>in addition to English lesson</i>.</p> <p>Weekly 1-1 reading with TAs/ volunteers for vulnerable and disadvantaged pupils.</p> <p>TAs to support low ability (or other groups while teacher works with LA), including PP pupils, in every class and run catch up groups, e.g. Springboard Maths, bespoke intervention related to gaps.</p> <p>Provide booster lessons for ‘cusp’ group of pupils in Year 6, incl PP pupils, to help them achieve their potential in reading, SPaG and maths KS2 tests.</p>	<p>An increasing number of less able mathematicians are falling behind because of gaps in their maths knowledge. They need one-to-one precision teaching, and school needs to work closely with parents to ensure homework is being done and support given. This also applies to spelling. Success in Reading proved very successful in raising individual achievement last year. Small group work, sometimes running in addition to daily maths and literacy lessons to plug gaps and secure learning have proved successful for many pupils in the past. Using teacher-planned activities /commercial resources, TAs can make a significant difference to raising the standard of reading in GR sessions.</p>	<p>Monitor implementation and pupil progress. Evaluate with TAs running the interventions. Meet with pupils on intervention programmes to get their feedback. Observe GR and 1-1 sessions (see MER timetable 2016-17)</p>	<p>Maths lead English lead</p>	<p>Dec 2016</p>
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C. Accelerated progress in core subjects of high ability PP pupils	CPD on providing challenge and support for more able pupils. Implement strategies, as above (see C above in 'Quality of teaching for all') to ensure more able PP pupils are making rapid progress. Provide booster lessons in R, W & M for groups of able pupils in Y6, incl PP pupils, to help them achieve potential in KS2 tests.	PP pupils are not attaining as well as all pupils. Teachers need to raise expectations. Maximise the time children have to learn; develop self-motivation, growth mindset, independence etc, encouraging children to take charge of their own learning.	Monitor through lesson observations, planning & book scrutinies, pupil discussions, termly pupil progress meetings. (See SDP and Monitoring, Evaluation & Review Calendar 2016-17)	Head	Feb 2017
<b>Total budgeted cost</b>					<b>£22,572</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Implementation review date?</b>
D. Improved parental support	Hold a parents' information evening to discuss SDP and support that can be given at home. Complete Pupil Profiles for all pupils to be shared with parents at parents' evenings - Oct & Feb. Arrange meetings with parents of pupils entitled to Pupil Premium to discuss how they can best support their children to achieve. Attend multi-agency, TAF and CP meetings (5 x PP pupils)	Research shows that parental input makes a significant difference to pupil outcomes. This is in line with the Educational triangle we adopt – parents, teacher and the pupil are all important in reaching successful outcomes for children in school.	Feedback at parents' information evening – post-its: What has been the most useful learning this evening? What else could the school be doing to improve outcomes for all? Discussion with parents of PP pupils. Feedback to governors.	Head Deputy Head	Dec 2016



<p><b>Additional approach:</b> The best outcomes for PP pupils will be achieved</p>	<p>Produce case studies for PP pupils, outlining all support and intervention given, impact on progress and next steps. Draw up action plans and implement. Purchase two additional iPads for individual PP pupils, who need to work on appropriate apps daily. Provide additional TA hours to ensure EHCP PP pupil (with 25 hours LA funding) full time 1-1 support, i.e. 30 hours.</p>	<p>Case studies help teachers to reflect on provision, evaluate impact and plan future actions.</p>	<p>Share case studies and action plans at staff meeting. Ensure they are purposeful, have all the correct information and are used to move learning on. Head/Deputy to monitor.</p>	<p>Head Deputy</p>	<p>Feb 2017</p>
<b>Total budgeted cost</b>					<b>£5,960</b>

<b>Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2015-16</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> <i>(and whether you will continue with this)</i>	<b>Cost</b>
1. Accelerated development of oral language skills in Rec & KS1	<p>ECAT &amp; Talk Boost training of teachers and TAs in Reception &amp; Year 1.</p> <p>Purchase of resources: ECAT &amp; Talk Boost materials</p>	<p>Resources and approach used to enhance teaching <i>all</i> pupils, incl PP pupils. This also impacted on children's reading and writing.</p> <p>77% GLD – much improved on last year due to more pupils (incl. PP pupils) reaching expectations in Communication &amp; Language and Literacy.</p>	Continue using ECAT approach in class, modelling good communication, to benefit all pupils' communication and literacy skills.	£2,000

<p>2. Improved reading skills</p>	<p>Purchase written comprehension materials for each class and implement weekly activities. Purchase sets of guided reading books &amp; Read Write Inc intervention materials to support less able readers. TAs to support group in GR daily. Promote a love of reading through: - author visits - birthday book initiative - book fairs - 'Extreme reading' - taking part in national reading initiatives, such as Book Week, Poetry Day, Dahlicious Day.</p>	<p>Children are relying too heavily on adult support and intervention. Orally, children can answer comprehension questions asked during GR and whole class reading lessons, but they struggle to fully articulate written answers when working alone.  Need more training in teaching of reading during GR sessions (have had GR training this year as a result of SATs outcomes) and need to develop children's independent learning. This is a priority on the SDP 2016-17.</p>	<p>GR training 6.9.16 for all teachers and TAs. Reading foci, question stems to use with GR group, written comprehension activities, structure of sessions and improving reading activities for carousel – all in place from Sept 2016.  Extreme reading – July 2016, keep promoting.</p>	<p>£14,020</p>
<p>3. Raised standards of arithmetic and mathematical reasoning across the school</p>	<p>Employ a maths consultant to audit maths across the school and draw up action plan. Provide staff training on improving arithmetic and reasoning skills, using NCETM training materials. Purchase baseline/end of year arithmetic tests. Purchase additional resources, e.g. games, Numicon, bead strings, visual and concrete materials for warm-up arithmetic sessions.</p>	<p>Arithmetic skills much improved across the school, evidenced by outcome of baseline/end of year tests.  Good evidence in lesson observations of children's improved oral reasoning skills. But children have found it more challenging to work independently on a task/test and articulate their reasoning in writing. This is a priority on the SDP 2016-17.</p>	<p>Further training in reasoning and maths mastery for staff Autumn 2016. See maths action plan.</p>	<p>£1160</p>

**ii. Targeted support**

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned <i>(and whether you will continue with this approach)</i>	Cost
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<p>1. Accelerated development of oral language skills in Rec &amp; KS1</p>	<p>Reception and Y1 TAs to run small group and one-to-one oral language interventions for less able and PP pupils in need, using ECAT and Talk Boost resources.</p> <p>Make sets of resources.</p> <p>Assess and complete evaluation sheets.</p>	<p>Interventions implemented, monitored and evaluated for impact.</p> <p>77% GLD. The two PP pupils in Reception reached expectations in CLL. The one PP pupil in Y1 did not reach expectations – has significant learning needs. Increased intervention for this child 2016-17.</p>	<p>Used effectively with groups and individuals to accelerate communication skills. Will continue with these programmes and approaches next year.</p>	<p>£2,460</p>
<p>2. Improved reading skills</p>	<p>Purchase 'Success with Reading' one-to-one intervention (including reading books) and train TAs to deliver effectively.</p> <p>Train TAs to teach the programme &amp; assess learning.</p> <p>Run 'Success with Reading' programme for less able readers who need to catch up, including PP pupils in need.</p> <p>Ensure PP pupils receive additional, regular support in class, as appropriate.</p> <p>Provide booster sessions for Y6 'cusp' group and more able group, including PP pupils, to help them achieve potential in KS2 Reading SATs.</p>	<p>Great success with this reading intervention overall (see evaluation sheets). The progress made in reading of all pupils, measured by increase in reading age, was greater than 10-weeks progress (the length of the programme). The first set of pupils to access the programme made greater progress – up to 9 months progress in 10 weeks – than the next set. Evaluation shows that, because of other school demands, insufficient time was given to the second set and therefore, although the expectations were met by all (exceeded by 2), it was not as accelerated as it was for the first group. Priority intervention for next year.</p> <p>End of KS2 results show weaker progress in Reading of PP pupils than of all pupils. 3 of the 5 pupils also had SEN (complex needs, one with EHCP); and the PP child who made the least progress had serious health issues during 2015 and 2016 and missed a lot of school. Despite 1-1 support, this child did not catch up with his peers.</p>	<p>Excellent programme. Continue implementing the programme in full to maximise progress made by pupils.</p>	<p>£6,485</p>

<p>3. Raised standards of arithmetic and mathematical reasoning across the school</p>	<p>TAs to support low ability (or other groups while teacher works with LA), including PP pupils, in every class and run intervention groups, e.g. Springboard Maths, bespoke intervention related to gaps.</p> <p>Provide booster sessions for Y6 ‘cusp’ group and more able group, including PP pupils, to help them achieve potential in KS2 Maths SATs.</p>	<p>End of KS2 results show slightly weaker progress in maths of PP pupils than of all pupils. 3 of the 5 pupils also had SEN (complex needs, one with EHCP); one was able but didn’t quite exceed expectations (SS in maths: 108), and the remaining PP child had serious health issues during 2015 and 2016 and missed a lot of school.</p> <p>Data shows the gap between PP pupils and all pupils is too big in maths, and greater than it is in English. Raising standards of PP pupils in maths is a priority on next year’s SDP and has been linked to performance management.</p>	<p>Boosters to start earlier next year. NEW maths 1-1 intervention programme, ‘The Power of 2’ to run across the school in 2016-17.</p> <p>Need to better evaluate the impact of TA support in the classroom during maths lessons. See action plan.</p>	<p>£9,735</p>
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**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> <i>(and whether you will continue with this)</i>	<b>Cost</b>
<p>Improved pupil wellbeing</p>	<p>Fund after-school club for two pupils, Multi-sports after school club for two pupils, Breakfast club for one pupil and horse riding (contribution) for another.</p> <p>One-to-one reading with same adult (community volunteers) through the year to build up relationship (less able boy readers + pupil premium pupils)</p>	<p>This was about improving the wellbeing of these vulnerable pupils. Impact most noticeable on self-esteem but also on academic outcomes. Four out of five of these pupils reached age-related expectations in all subjects; one was less able and was still ‘emerging’ by end of year. All pupils made good progress.</p>	<p>Huge impact on wellbeing.</p> <p>One-to-one reading and relationship-building has proved very powerful.</p>	<p>£1,521</p>
<b>Total cost</b>				<b>£37,381</b>

### Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.