

Pupil Premium Strategy Statement

Summary information					
School	HAYFIELD PRIMARY SCHOOL				
Academic Year	2017-18	Total PP budget	£22,440 for FSM/Ever 6 pupils £7,600 for LAC pupils	Date	28.2.18
Total number of pupils	176	Number of pupils eligible for PP	17 (FSM + Ever 6) 4 (LAC or adopted) = 21 in total	Dates for next internal review of this strategy	July 2018

Attainment and progress of disadvantaged pupils at end of KS2 2017 (6 pupils out of class of 29)		
	<i>Pupils eligible for PP (our school, 5 pupils)</i>	<i>All pupils (national average)</i>
% achieving the national standard in R, W & M combined	33% (all pupils 53%)	
% achieving the national standard in Reading	67% (all pupils 72%)	
% achieving the national standard in Writing	67% (all pupils 69%)	
% achieving the national standard in Maths	33% (all pupils 41%)	
Progress measure for Reading	+0.49 (all pupils 0.0)	
Progress measure for Writing	-1.31 (all pupils -2.5)	
Progress measure for Maths	-6.57 (all pupils -5.1)	

Attainment across the school (Years 1 – 6) at end of 2017 (See Achievement Review 2016-17)

		<i>Eligible for PP</i>		<i>All pupils</i>		<i>Gap %</i>	
SUBJECT	YEAR GROUP (disad/all pupils)	Expect + %	Exceed %	Expect + %	Exceed %		
Reading attainment	Y1 (3/27)	100	67	81	37	+19	+30
	Y2 (1/20)	0	0	65	30	-65	-30
	Y3 (4/27)	75	0	81	26	-6	-26
	Y4 (4/21)	75	0	86	29	-11	-29
	Y5 (1/29)	100	0	77	20	+23	-20
	Y6 (6/29)	67	33	72	24	-5	+9
Writing attainment	Y1 (3/27)	67	0	63	26	+4	-26
	Y2 (1/20)	0	0	65	15	-65	-15
	Y3 (4/27)	50	0	63	22	-13	-22
	Y4 (4/21)	75	0	86	24	-11	-24
	Y5 (1/29)	100	0	73	13	+27	-13
	Y6 (6/29)	67	17	69	10	-2	+7

Maths attainment	Y1 (3/27)	67	33	78	26	-11	+7
	Y2 (1/20)	100	0	80	15	+20	-15
	Y3 (4/27)	75	0	67	19	+8	-19
	Y4 (4/21)	25	0	67	29	-42	-29
	Y5 (1/29)	0	0	70	17	-70	-17
	Y6 (6/29)	33	0	41	14	-8	-14

Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	A small but significant number of disadvantaged pupils have attachment disorder (AD) and suffer from anxiety and insecurity.	
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.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	The vast 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.	
Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Pupils with AD will feel happier and safe in school and therefore more able to access learning.	Pupils with attachment disorder will be better equipped to learn and will make expected progress.
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.

C.	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.
D.	Help parents to better support their child to achieve her/his potential.	Home support will be improved, helping PP pupils to maximise their progress.

How these desired outcomes link with key priorities for improvement on the School Development Plan (SDP)

SDP Key priorities 2017-18	Links with Pupil Premium Strategy desired outcomes
1. Raise the standard of the teaching and assessment of maths across the school.	A, B, C, D
2. Improve the teaching, learning and assessment of science across the school	A, B, C
3. Improve children's sentence writing and use of punctuation.	A, B, C, D
4. Improve children's motivation to learn and achieve their best	<i>All desired outcomes have the potential to be met under this priority. This will have an impact on children's confidence, resilience and sense of self-worth and wellbeing, placing them in a better place from which to learn and make good progress.</i>

Planned expenditure					
Academic year		2017-18			
<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>					
i. Quality of teaching for all (see detail on School Development Plan and subject action plans)					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented?	Staff lead	Costs / review

<p>A. Pupils with AD will feel happier and safe in school and therefore more able to access learning.</p>	<ul style="list-style-type: none"> • Provide Attachment Disorder training for all staff. Draw up action plan. Provide staff with toolkit of strategies/resources for whole class use to support inclusion and pupils with AD. • Continue developing a growth mindset culture across the whole school. Teach lessons from Growth Mindset book (see SJK) each term; use mistakes as learning opportunities; ensure displays and language used in class promote growth mindset; celebrate children's 'can do' moments in weekly awards assembly. • Provide training on 'Ready to Work' – an OT programme designed to bring children together and prepare them for learning. • Use the PHE Wellbeing Toolkit for introducing and implementing wellbeing instruments and tools for children to use to support and improve their mental wellbeing. • Trial the Jubilee Character Education programme in Y6, with a view to rolling out across school as part of PSHE programme of study. 	<p>High number of disadvantaged pupils, and other pupils on the Vulnerable Pupils Register, display aspects of AD, which cause a barrier to effective learning.</p> <p>We have a high number of children who lack confidence and resilience, and who are not independent learners. This can appear as a lack of motivation (and sometimes IS due to a lack of motivation). Our work on growth mindset and wellbeing (see priority 4 on SDP for details) is designed to address this.</p>	<p>Triangulated monitoring (see MER Schedule 2017-18). Staff to feedback on training and how it has helped their practice.</p> <p>Staff meetings (see SM agenda) to review impact of work on attachment, growth mindset, pupil wellbeing, Jubilee Character Education, Ready to Work programme, Circle of friends etc.</p>	<p>Head, Deputy, PSHE Lead</p>	
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<p>B. Raised attainment in all core subjects, especially in mathematics (and sustained reading and sentence writing), 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.</p> <p>Review termly, following White Rose and Twinkl assessment outcomes.</p> <p>English: Consultant to provide staff training on sustained reading and comprehension. English Leads to attend Jane Considine's <i>The Write Stuff</i> training course. Purchase recommended materials + book & implement strategies.</p> <p>Maths: 4 teachers to join SY Maths Hub's <i>Roadmap to Mastery</i>, and feedback to all teachers. 'I See Maths' INSET (invite PEGS teachers to share training and cost). Purchase concrete resources (more Dienes, place value counters, cubes etc). Purchase Headstart teachers' books and CDs. Introduce weekly arithmetic and reasoning homework. 'Fluent in Five' daily arithmetic. Purchase Mathletics licence. Implement in Y1-Y6.</p> <p>Science: Following consultant work last year, further develop science assessment and teaching of practical science. Purchase resources for more effective delivery of practical science teaching and learning. Pair up with PEGS school to monitor T & L in science and set targets. Growth mindset and wellbeing INSET to develop resilience & confidence.</p>	<p>In English, analysis shows weakness in retrieval, inference & deduction skills, and in how to give full answers to written questions in tests. It also shows children struggle to read longer texts, sustaining focus and comprehension.</p> <p>In Maths, we need to develop our maths mastery approach and embed good practice across school, with a focus on building fluency, reasoning and problem solving skills. Children also need to develop independence, the confidence and resilience to take risks (growth mindset – see SDP) and 'have a go', and they need to improve their 'test technique'.</p> <p>Observation of science T & L shows a weakness in some children's ability to work scientifically and to explain their reasoning – verbally and in writing. Assessment of learning also needs to be improved and used to inform teaching and learning in science.</p>	<p>Triangulate monitoring – see Monitoring Schedule. Performance Management – see new arrangements. Pupil Progress meetings x 3. Data analysis and subject action plans to be drawn up during 1st half term . English consultant training – twilight session early summer term – date tbc. <i>The Write Stuff</i> training day: LB & DH – 10.10.17. SM to feedback to teachers and put strategies in place. Maths - 2x teachers attend Roadmap to Mastery with Eyam cluster; 2x teachers attend the PEGS group. Regular feedback to staff. New resources purchased and used.</p>	<p>Head, Deputy, Maths Leads, English Leads, Science Lead.</p>	
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<p>C. Accelerated progress in core subjects of high ability PP pupils</p>	<p>Staff training on consolidating understanding and deepening learning in maths, e.g. teach pupils to represent maths in different ways, record their reasoning, solve problems and apply their learning.</p> <p>Training on sustained reading (see B). Set up G & T programme for PEGS. Hayfield to run a maths challenge. Purchase and implement Mathletics. Use mastery reasoning questions in daily maths lessons from Headstart, Nrich and White Rose.</p> <p>‘Fluent in Five’ daily arithmetic practice. Daily sustained reading and comprehension, and sentence writing. Use more challenging reading material in guided reading and teach higher order reading skills. Extra written comprehension for more able groups. Set up non-negotiables with regard to punctuation and spelling. Employ ‘Bright Sparks’ for inspiring science in Year 6. Provide more able pupils with detailed feedback on how to raise level of writing. New, weekly grammar, arithmetic and reasoning homework. Continue work on developing growth mindset – resilience, confidence, can-do attitude, growing the brain etc.</p>	<p>Percentage of pupils exceeding the national standard in the core subjects needs to be raised, especially in writing, maths and science. We need to ensure that, whilst adopting an approach that expects all to be able to achieve (deepening understanding rather than extending), we challenge our most able to reach their potential.</p> <p>Regular summative assessments (see B) will better inform teachers about progress and will help them to plan next steps for effectively challenging our more able pupils, especially those who are disadvantaged.</p>	<p>Triangulate monitoring – see Monitoring Schedule. Performance Management – see new arrangements. Pupil progress termly meetings. Pupil discussion groups.</p> <p>(See SDP and Monitoring, Evaluation & Review Calendar 2017-18)</p>	<p>Head Deputy Head</p>	
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Total budgeted cost (SEE COST BREAKDOWN SHEET)

£10,855

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost / Review
<p>A. Pupils with AD will feel happier and safe in school and therefore more able to access learning.</p>	<ul style="list-style-type: none"> • Provide training on Circle of Friends to support inclusion and help children with ASD, AD and/or behavioural problems. • Run Nurture Group 2x weekly sessions (1:15 – 3:20pm). Training for nurture teacher. • Test identified children for dyslexia, reading/writing speed, working memory and processing speed. • Provide support for those identified as having weaknesses in these areas, i.e. 1-1 sessions with TA to include working memory/processing speed games and activities (see pack from HC); reading/writing speed practice; rest breaks; additional time in tests. • 1-1 and small group attachment disorder activities, as recommended by trainer (Jo Winterbottom, NMS). 	<p>High number of disadvantaged pupils, and other pupils on the Vulnerable Pupils Register, display aspects of AD, which cause a barrier to effective learning. Nurture Group is a proven successful strategy. Some have poor working memory/processing speed. High number of children lack confidence, resilience and independence. This can appear as a lack of motivation (and sometimes IS due to a lack of motivation). Our work on growth mindset and wellbeing (see priority 4 on SDP for details) is designed to address this.</p>	<p>Through triangulated monitoring (see Monitoring & Evaluation Schedule).</p> <p>Discussion with staff, pupils and parents.</p> <p>Evaluate impact of training – are the staff better equipped to support pupils with AD? Are implemented strategies working? How do you know? Impact on learning and pupil wellbeing?</p>	<p>Head (SENCO), Deputy, HLTA (Nurture)</p>	

<p>B. Raised attainment in all core subjects, especially in mathematics, of all PP pupils.</p>	<ul style="list-style-type: none"> • Maths: Purchase ‘The Power of 2’ books and resources (<i>Plus 1, Power of 2, Perform with Times Tables</i>) for 1-1 maths intervention. Train TAs in using these resources. Provide intervention to those identified in need (prioritise PP pupils) - <i>in addition to maths lesson.</i> • English: Success with Reading 1-1 for low-achievers (prioritise PP pupils) – <i>in addition to English lesson.</i> • Provide staff training from IDL (Dyslexia programme) and purchase online programme. Set up for LA in literacy, prioritising PP pupils. • Typing tuition for 2x PP pupils • Run Toe-by-Toe for identified individuals, including PP pupils. • Weekly 1-1 reading with TAs/ volunteers for vulnerable and disadvantaged pupils. • Provide daily catch-up sessions (in addition to English/Maths lessons) for ‘cusp’ groups of pupils in, incl PPPs, to plug gaps in reading comp, spelling, grammar and maths. • TAs to support low ability (or other groups while teacher works with LA), including PP pupils, in every class during English/Maths lessons to plug gaps and address needs. 	<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.</p> <p>Success with Reading proved very successful in raising individual achievement last year. Doorway Speller is proving successful.</p> <p>2x pupils need typing tuition, as recommended by VIS/OT.</p> <p>Small group work, running in addition to daily maths and literacy lessons, to plug gaps and secure learning have proved successful for many pupils in the past.</p>	<p>Monitor through lesson observations, planning & book scrutinies, pupil discussions, termly pupil progress meetings. (See SDP and Monitoring, Evaluation & Review Schedule 2017-18)</p>	<p>Head Maths leads English leads</p>	
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C. Accelerated progress in core subjects of high ability PP pupils	<ul style="list-style-type: none"> • CPD on providing challenge and support, and deepening learning, for more able pupils in English and Maths (see 'Quality of teaching for all', C). • Implement strategies, as above (see 'Quality of teaching for all', C) to ensure more able PP pupils are making rapid progress. • Ensure that PP able pupils are chosen to attend the G & T PEGS Programme. 	PP able pupils are not attaining as well as all able pupils. Teachers need to have high expectations of these pupils. KP4 on the SDP (improve motivation) will prioritise PP pupils.	Monitor through lesson observations, planning & book scrutinies, pupil discussions, termly pupil progress meetings. (See SDP and Monitoring, Evaluation & Review Schedule 2017-18)	Head Maths leads English leads	
Total budgeted cost (SEE COST BREAKDOWN SHEET)					£26,460
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost / Review

<p>D. Improved parental support</p>	<p>Hold a Maths Morning and a Parents' Information Evening on our key priorities, focusing on maths developments in school this year. Mathletics consultant to attend the evening to demonstrate how children can use Mathletics both at home and at school to improve their learning in maths.</p> <p>Pay for PPPs to attend White Hall trip. Complete Pupil Profiles for all pupils, outlining progress, any interventions, impact and needs. Share with parents at parents' evenings in Oct & Feb.</p> <p>Invite parents of Nurture Group pupils to a Tea & Cake session to discuss their child and work together for maximum support.</p> <p>Encourage parents to communicate with school, so we can support and signpost them to appropriate services. Maintain open door policy – be warm and inviting.</p>	<p>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.</p> <p>The school has a reputation of being open and caring. This is important to maintain if we are to encourage hard-to-reach parents to communicate with school. PP funding is always used to pay for educational visits and residentials where parents cannot afford the cost.</p>	<p>Ask for parents to feedback. Discussion with parents of PP pupils. Feedback to governors.</p>	<p>Head Deputy</p>	
<p>Additional approach: 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 (FR, DW).</p>	<p>Case studies help teachers to reflect on provision, evaluate impact and plan future actions.</p> <p>2x PPPs would benefit from having daily access to an iPad to work on appropriate apps to support their English and Maths work.</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.</p>	<p>Head Deputy</p>	
<p>Total budgeted cost (SEE COST BREAKDOWN SHEET)</p>					<p>£2,985</p>

Additional detail

- 32% of disadvantaged pupils that have SEN
- 21% of disadvantaged pupils that are LAC

End of 2017 analysis (see last year's table to see pupils as at end of 2017)

- % of same pupils reaching expectations in all three subjects, although lower at end of 2017 than at end of 2016 in Writing and Maths, is higher than it was at the end of Autumn 2016, following first assessments in new class.
- Teachers are now measuring against the Interim Framework for Writing (harsher on technical aspects, e.g. spelling, punctuation) and using more challenging tests in Reading and Maths (Twinkl & White Rose) on which to base their judgements. See Pupil Progress Overviews and Pupil Premium Profiles for information on interventions. Changing use of TAs this year – class based but interventions take priority.
- Maths is key priority on SDP. Diminishing the difference in attainment and progress between disadvantaged pupils and all other pupils is also a priority within the Maths, Writing and Science school improvement priorities.
- Please note, however, that 33% of these children have SEN and 22% are adopted. Please see PP profiles for further details.

February 2018 analysis

- The two reception children are working below the typical level expected of their age. One has complex and deprived home background; the other is adopted and has significant attachment issues. These two children have inevitably lowered the overall percentages of pupils working within the expected level.
- The percentage in brackets shows the same children at end of 2016, 2017 and end of Dec 2017. This shows that, since July 2017, in Reading, 2 children dropped down a level; one dropped in writing (actually, 2 dropped and one gained); and 2 dropped in maths. These children are receiving targeted support and parents have been notified. It appears that ER was copying in all areas last year.
- These figures are concerning. Individual children have been discussed with headteacher. See individual pupil premium profiles (case studies).
- 57% of these children are either SEN or LA.
- **Maths is of serious concern.** Despite hard work, support and intervention put into place, only 37% of PPP are currently working within age-related expectations.

Pupil Premium Budget Breakdown 2017-18

Year:	2017-18	PP Grant:	£30.040	No of pupils:	17 PP pupils (FSM/Ever 6) 4 PP+ pupils (adopted)
Quality teaching for all					Cost (£)
A	Attachment Disorder staff training				300
	Growth mindset teacher's book and resources				120
	'Ready to Work' training by OT				300
	1 day x supply for PSHE Lead to plan training & use of PHE wellbeing toolkit				220
B	1 day x supply for Maths & English Leads to analyse test papers, write reports, set targets and write action plans				440
	3 x 0.5 teachers to attend twilight session on sustained reading (training free)				300
	2 x teachers to attend The Write Stuff training, plus supply costs, cost of book and teaching resources				940
	4 x teachers to join Roadmap to Mastery Programme (£400) + cost of supply (5 days training = 20 days @ £220 per day)				4,800
	New resources: Maths concrete resources; Headstart teaching books & CDs; Mathletics licence; science practical resources				3000
	Wellbeing INSET (with PEGS at NMS on 20.10.17)				240
C	'Bright Sparks' teacher to work with Y6				195
Targeted support					
A	'Circle of Friends' training				300
	Nurture Group: 2 sessions weekly lasting 2hrs run by HLTA (4 hours a week x 39 weeks x £18)				2,808

	Preparation and making of resources; planning & assessment (1/2 per half term)	216
	PP pupils needing 1-1/small group working memory/processing speed intervention: 1x hour a week at £15 (TA hourly rate) x 39 weeks	585
	1-1 Attachment Disorder activities: 6 pupils x 20 min sessions 2x weekly = 4 hours per week @£15 (TA hourly rate) x 39 weeks	2,340
B	'Power of 2' 1-1 Maths intervention materials: 5x Power of 2 book (£18.50 each); 5x Plus 1 book; 5x Perform with Times Tables book (£15.50 each)	247.50
	Running Power of 2 interventions: 3 x 15mins a week with each child + 15min record keeping a week, i.e. 1 hour @ £15 (TA hourly rate). 9 pupils = £135 x 39 weeks	5,265
	Running SwR programme: 1.5 hours per week per child (incl. ½hr prep & recordkeeping) x 10 weeks = 15 hrs per child. 21 children on programme. 5 x 15 hours = 75 x £15	1,125
	IDL (dyslexia) Programme, online: cost £329	329
	Maths bespoke intervention in Y5/6: 3 hours a week @ £30 each (teacher's salary) = £90 x 39 weeks (running all year – pick up Y4 after SATs)	3,510
	Y6 maths booster group for 'cusp' pupils = 1 hour @ £30 each (teacher's salary x 2) = £60 x 16 weeks	960
	TA intervention/pupil support Y1-Y6 (phonics, typing tuition, Doorway Speller, Mathletics, Springboard Maths, reading comprehension etc, as required),: 6 x 2.5 hours (0.5 x 5 daily sessions) x 39 weeks x £15	8,775
Additional approaches		
D	Parents' Information Evening: pay £30 per TA to attend; caretaker x 1 hour; resources; refreshments	375
	3x disadvantaged pupils to White Hall Residential	360
	Additional iPads + covers and apps for individual PP pupils	900

	TA hours for DW (additional to 25 LA hours) to provide full time cover – Sept – Jan 2018	1,350
Total cost		£40,300