

# Pupil premium strategy statement

1. Summary information					
<b>School</b>	Hayfield Lane Primary School				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	PPG- £95040.00 EYFS- £1605.90 PP PLUS-£ 800.00 LAC- £2216.67 SERVICE-£600.00  TOTAL- £100,262.57	<b>Date of most recent PP Review</b>	July 2017
<b>Total number of pupils</b>	290 (incl F1)	<b>Number of pupils eligible for PP</b>	72 plus 2 service children	<b>Date for next internal review of this strategy</b>	Jan 2018

	<i>Progress Rate summer 2 2017 Expectation is 3.5 points. Above 3.5 is acceleration.</i>
PPG Group progress rate in Reading	Y1N – 4.25 Y1S-4.83 Y2-2.72 Y3-3.42 Y4-3.5 Y5-4.33 Y6-3.65
PPG Group progress rate in Writing	Y1N – 4.25 Y1S-5.33 Y2-2.61 Y3-3.96 Y4-3.58 Y5-4.25 Y6-3.97
PPG Group progress rate in Maths (new system developed)	Y1N – 4.75 Y1S-4.33 Y2-2.34 Y3-3.39 Y4-4.71 Y5-5.1 Y6-3.9

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Poor engagement, resilience and motivation (including support of parents)
<b>B.</b>	Poor mathematical reasoning in worded problems

C.	Oral language skills and basic maths are lower for F1 and F2 PPG eligible pupils. This reduces % reaching ARE at EYFS even though progress rates are good.	
D.	Outcomes for PPG children improve so that they meet ARE and greater depth national % at EYFS, KS1 and KS2.	
External barriers ( <i>issues which also require action outside school, such as low attendance rates</i> )		
D.	Attendance rates for PPG pupils in Year 5 and 6 is causing concern and impacting on progress rates. Poor home learning environments and parental support with reading and basic skills/ homework.	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved mathematical reasoning skills throughout school, especially Y 5 and 6.	Pupils eligible for PPG in Y5 and 6 meet ARE (specific SEN pupils not included as not viable)
B.	Higher rates of children at ARE Maths and Reading in KS2 (PPG with able PPG children reaching greater depth level)	85% of year 5 reaching ARE and 70% Year 6 pupils in Maths.
C.	Increased resilience of PPG pupils in lessons- small group support and nurture intervention.	PPG Pupils are resilient learners who strive to improve and achieve their best.
D.	Improve attendance of Y5 and Y6 PPG pupils to 96%	PPG pupil reach 96% attendance
E.	Reduce the gap between PPG and non PPG children's attainment across school	PPG children perform in line with national figures at KS1 and 2.

4. Planned expenditure					
Academic year	2016/17				
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. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved mathematical reasoning skills throughout school, especially Y 5 and 6.	<p><b>Staff training on bar modelling and Newman’s prompts</b></p> <p><b>Purchase Numicon for new classes.</b></p> <p><b>LSA support in each class to drive PPG progress rates with class teacher-mastery expectations for pupils.</b></p> <p><b>Release time for DHT and Y3 teacher to target Y5 and 6 PPG pupils in maths reasoning techniques.</b></p> <p><b>Purchase and use of Mathletics</b></p> <p><b>DHT release time to improve teaching in maths reasoning so that PPG are receiving at least good reasoning teaching.</b></p> <p><b>Provide booster sessions for PPG pupils in Y5 and 6.</b></p> <p><b>Talk for Writing training for EYFS staff in order to</b></p>	<p><b>Results for KS2 demonstrate that reasoning skills were lower in comparison to national figures.</b></p> <p><b>Pupils are able to make reasoning links with the use of manipulatives to support and consolidate.</b></p> <p><b>Pupils in KS2 have not been taught a mastery curriculum throughout their school journey (introduction in 2014) and therefore require additional support to reach the requirement.</b></p>	<p><b>Project planning with deadlines and monitoring schedules to ensure these are effectively met and initiatives implemented.</b></p> <p><b>Data for PPG groups will be scrutinised during non contact sessions by SLT members.</b></p> <p><b>TLR position to drive improvement in standards for PPG children will be created for Sept 2017.</b></p>	LT and VJL	June 2017
Improve oral language					

and basic mathematics for EYFS/Y1 pupils for PPG pupils	<p><b>accelerate progress of PPG pupils so that they meet the national expectation (gap narrowed to 0)</b></p> <p><b>EYFS Mastery training for EYFS staff in order to accelerate progress of PPG pupil in number so that they meet the national expectation/3+ points progress in number. That the gap narrows to 0.</b></p>				
---	--	--	--	--	--

## Total budgeted cost

DHT AND y3  
Specialist release  
time £17.700

### Impact of spending 2016/17

Area of development	Impact																																																						
<b>Staff training on bar modelling and Newman’s prompts</b>	100% classes using bar modelling and Newman’s prompts methods effectively and impacting on increase maths progress across school. Accelerated progress for ALL classes/ groups (except Y2 issue). Gap in progress narrowed between PPG children and non- PPG children. EXPECTATION FOR PROGRESS RATE IS 3.5 WITH 3.5+ EXCEEDING. Accelerated progress for Y5 PPG pupils at 5.1 due to targeted interventions by specialist SLT intervention (see individual case study in school). DHT release time to improve teaching of mastery resulting in 100% teachers meeting mastery tracker criteria and progress rates accelerated in all but one class across the school.TLR PPG leader having tight overview of PPG pupil progress ensuring that this feeds into Pupil Performance Dialogue meetings in school and hence accelerated progress rates for ALL groups (incl PPG)																																																						
<b>Purchase Numicon for new classes.</b>																																																							
<b>LSA support in each class to drive PPG progress rates with class teacher-mastery expectations for pupils.</b>																																																							
<b>Release time for DHT and Y3 teacher to target Y5 and 6 PPG pupils in maths reasoning techniques.</b>																																																							
<b>Purchase and use of Mathletics</b>																																																							
<b>DHT release time to improve teaching in maths reasoning so that PPG are receiving at least good reasoning teaching.</b>																																																							
<b>Provide booster sessions for PPG pupils in Y5 and 6.</b>																																																							
<b>Talk for Writing training for EYFS staff in order to accelerate progress of PPG pupils so that they meet the national expectation (gap narrowed to 0)</b>																																																							
<b>EYFS Mastery training for EYFS staff in order to accelerate progress of PPG pupil in number so that they meet the national expectation/ above 3 points progress in number. That the gap narrows to 0.</b>																																																							
	<table><tr><th>Yr group</th><th>All</th><th>Boys</th><th>Girls</th><th>PPG</th><th>SEN support</th></tr><tr><td>1</td><td>4</td><td>3.8</td><td>4.2</td><td>4.5</td><td>5.8</td></tr><tr><td>1S</td><td>4.3</td><td>3.9</td><td>5</td><td>5.5</td><td>4.3</td></tr><tr><td>1N</td><td>3.7</td><td>3.8</td><td>3.7</td><td>4.7</td><td>7</td></tr><tr><td>2</td><td>2.7</td><td>2.6</td><td>2.8</td><td>2.3</td><td>2.1</td></tr><tr><td>3</td><td>3.7</td><td>3.6</td><td>3.7</td><td>3.4</td><td>2.7</td></tr><tr><td>4</td><td>4.5</td><td>4.6</td><td>4.5</td><td>4.7</td><td>5.9</td></tr><tr><td>5</td><td>5.2</td><td>5.6</td><td>4.9</td><td>5.1</td><td>6.7</td></tr><tr><td>6</td><td>3.89</td><td>3.6</td><td>4.1</td><td>3.9</td><td></td></tr></table>	Yr group	All	Boys	Girls	PPG	SEN support	1	4	3.8	4.2	4.5	5.8	1S	4.3	3.9	5	5.5	4.3	1N	3.7	3.8	3.7	4.7	7	2	2.7	2.6	2.8	2.3	2.1	3	3.7	3.6	3.7	3.4	2.7	4	4.5	4.6	4.5	4.7	5.9	5	5.2	5.6	4.9	5.1	6.7	6	3.89	3.6	4.1	3.9	
Yr group	All	Boys	Girls	PPG	SEN support																																																		
1	4	3.8	4.2	4.5	5.8																																																		
1S	4.3	3.9	5	5.5	4.3																																																		
1N	3.7	3.8	3.7	4.7	7																																																		
2	2.7	2.6	2.8	2.3	2.1																																																		
3	3.7	3.6	3.7	3.4	2.7																																																		
4	4.5	4.6	4.5	4.7	5.9																																																		
5	5.2	5.6	4.9	5.1	6.7																																																		
6	3.89	3.6	4.1	3.9																																																			
	EYFS- PPG list see below																																																						
	<table><tr><th>Area</th><th>Ave Progress points</th><th>% at ARE</th></tr><tr><td>MR</td><td>3.7</td><td>83.3</td></tr><tr><td>SCSA</td><td>3.8</td><td>75</td></tr><tr><td>MFB</td><td>2.9</td><td>91.6</td></tr><tr><td>LA</td><td>3.1</td><td>75</td></tr><tr><td>U</td><td>3.9</td><td>66.6</td></tr><tr><td>S</td><td>3.9</td><td>75</td></tr><tr><td>MH</td><td>3</td><td>83.3</td></tr><tr><td>HSC</td><td>3.75</td><td>75</td></tr><tr><td>R</td><td>3.3</td><td>50</td></tr><tr><td>W</td><td>3.25</td><td>50</td></tr><tr><td>N</td><td>3.8</td><td>58.3</td></tr><tr><td>SSM</td><td>3.3</td><td>75</td></tr><tr><td>PC</td><td>4.8</td><td>66.6</td></tr><tr><td>TW</td><td>4.2</td><td>66.6</td></tr><tr><td>T</td><td>4.2</td><td>75</td></tr><tr><td>EUMM</td><td>3.08</td><td>58.3</td></tr><tr><td>BI</td><td>3.3</td><td>66.6</td></tr></table>	Area	Ave Progress points	% at ARE	MR	3.7	83.3	SCSA	3.8	75	MFB	2.9	91.6	LA	3.1	75	U	3.9	66.6	S	3.9	75	MH	3	83.3	HSC	3.75	75	R	3.3	50	W	3.25	50	N	3.8	58.3	SSM	3.3	75	PC	4.8	66.6	TW	4.2	66.6	T	4.2	75	EUMM	3.08	58.3	BI	3.3	66.6
Area	Ave Progress points	% at ARE																																																					
MR	3.7	83.3																																																					
SCSA	3.8	75																																																					
MFB	2.9	91.6																																																					
LA	3.1	75																																																					
U	3.9	66.6																																																					
S	3.9	75																																																					
MH	3	83.3																																																					
HSC	3.75	75																																																					
R	3.3	50																																																					
W	3.25	50																																																					
N	3.8	58.3																																																					
SSM	3.3	75																																																					
PC	4.8	66.6																																																					
TW	4.2	66.6																																																					
T	4.2	75																																																					
EUMM	3.08	58.3																																																					
BI	3.3	66.6																																																					
	Accelerated progress for pupils however low starting points affecting overall ARE figures. Many areas exceeding good progress rates.																																																						

LSA support for PPG  
children £74,772.10  
Numicon training and  
resources £150

Mathletics purchase  
contribution £378

<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>When will you review implementation?</b>
<p>Higher rates of children at ARE Maths and Reading in KS2 (PPG with able PPG children reaching greater depth level)</p> <p>Higher rates of children at ARE Maths and Reading in EYFS/KS1 (PPG with able PPG children reaching greater depth level)</p>	<p>Small group sessions in class to target pupils- accelerate progress. LSA cover</p> <p>Provide 1:1 phonics interventions for PPG pupils to ensure that they meet the national expectation.</p> <p>Increased parental workshops across school so that parents can support their children effectively. Non contact time for leaders.</p> <p>Increase parental engagement- sessions to celebrate success for PPG children (special invitation)</p> <p>Booster sessions provided by SLT for PPG children</p>	<p><b>Results for KS2 demonstrate that reasoning and reading skills were lower in comparison to national figures with the gap between PPG and non pupil premium children being wider than the national figure.</b></p> <p>In KS1 and EYFS pupils are working at or above the national figures. KS2 pupils need to perform in line with national.</p>	<p><b>Project planning with deadlines and monitoring schedules to ensure these are effectively met and initiatives implemented.</b></p> <p><b>Data for PPG groups will be scrutinised during non-contact sessions by SLT members.</b></p> <p><b>TLR position to drive improvement in standards for PPG children will be created for Sept 2017.</b></p>	LT and VJL	Termly

## Total budgeted costImpact of spending 2016/17

Total budgeted costImpact of spending 2016/17					
Area of development  <b>Higher rates of children at ARE Maths and Reading in KS2 (PPG with able PPG children reaching greater depth level)</b>  <b>Higher rates of children at ARE Maths and Reading in EYFS/KS1 (PPG with able PPG children reaching greater depth level)</b>  This will be achieved by: Small group sessions in class to target pupils- accelerate progress. LSA cover  Provide 1:1 phonics interventions for PPG pupils to ensure that they meet the national expectation.    Increased parental workshops across school so that parents can support their children effectively. Non contact time for leaders.  Increase parental engagement- sessions to celebrate success for PPG children (special invitation)	Impact				
	READING				
	Class	Baseline PPG at Age Related expectation	Baseline PPG pupils at Greater Depth level	End of year PPG at ARE+	End of year PPG pupils at greater depth
	1	40%	0%	40%	0%
	2	100%	0%	55% test 78%	11%
	3 (13)	70% (23% sec)	8% ( 1pupil)	76% (46% sec)	0%
	4 (8 pupils)	88% (30% sec)	38%	76% (12%sec)	38%
	5 (5-6 pupils)	50% (33 %sec)	17%	50%	50% (good conversion to GD)
	6	65%	18%	65% test not including absent pupil (71%).Nation al 60%	18% (TA) 12% test
	MATHS				
Class	Baseline PPG at Age Related expectation	Baseline PPG pupils at Greater Depth level	End of year PPG at ARE+	End of year PPG pupils at greater depth	
1(4 -6 pupils)	0%	0%	67%	17%	
2	100%	44%	22%	0%	
3 (13)	62 %(0 Sec)	8%	54% (16%sec)	0%	
4 (8 pupils)	0%	0%	50%	38%	
5 (5 -6 pupils)	17%	0%	50% (17% sec)	0%	
6	18%	0%	65% Test 59% not incl absent pupil	18% Test 18%	
Evidence of significant increase in PPG conversions to ARE and GD. Where pupils have not converted provision map details input.  Yr 3 (as Y2 above) reading in Aut 17 already demonstrating rapid progress as 56% ARE+ with44% GD due to Reading Explorer intervention and in Maths 44% being at ARE+ with all of the 44% being at GD due to specialist Maths interventions. Year 4 (as Y3 above ) maths in Aut 17 already at 69% ARE+ . PHONICS OUTCOMES					
PPG PUPIL	Baseline Average score /40	% pass rate		Exit average score	
Y1	15.8/40	29% however this is due to SEN overlap with PPG factor. 4/7 SEN. 2/3 who were not SEN but were PPG passed (67% in line with national)		22/40	
Y2 resit		75%			

LSA support costs as stated above  
£74,772.10  
EYFS PPG LSA £13029.68 (included in LSA cost)  
  
Booster sessions for PPG within DHT and Y3 maths specialist cost.  
  
Lets hear it for the boys EYFS training £224  
  
Inspire Maths training for mastery and numicon training and resources £1246.47

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased engagement/ resilience of PPG pupils in lessons- small group support and nurture intervention.	<p>Celebration events to motivate learners to build resilience and improve learning behaviours</p> <p>To fund breakfast club and wrap around provision free of charge for the most vulnerable families to bring stability during difficult times.</p> <p>Emotional Literacy sessions run in the summer term to ensure that pupils are able to become academically resilient and self-regulate emotions.</p> <p>Staff training for Novel Study-active engagement via immersion in texts for PPG children.</p>	<p>Pupils require motivation and resilience to succeed particularly in Y5/6. Engagement in Mathematics and BUG CLUB is often poorer for PPG children. They then are working below ARE or not attaining greater depth.</p> <p>Some PPG children do not have breakfast to enable them to be ready to learn. Also some parents find it difficult for one sibling to attend booster sessions if they have another child being collected at the end of the school day.</p> <p>Attendance of PPG children causes concern - particularly in Y6.</p> <p>Impact on writing scores in school demonstrates the value of investment in novel study.</p>	<p>Track increased participation in Mathematics with SLT examining this in PPD meetings to ensure that this impact on attainment/progress figures.</p> <p>Examine progress rates of PPG children accessing free wrap around care/booster sessions/emotional literacy sessions.</p> <p>Tracking system for emotional literacy sessions. Impact report in pupil case studies.</p> <p>Project planning for Novel Study initiatives.</p> <p>Track engagement of PPG pupils in lessons.</p>	LT LW	Half termly
Improved attendance for PPG pupils	<p>Attendance awards and incentives given to the target group.</p> <p>Increased sporting activities provided by school (free of charge to children) so that they build resilience and a determination to succeed.</p> <p>Behaviour support specialist role to support families and ensure individual pupils are well supported with emotional wellbeing in order for them to access educational</p>				

	provision.				
<b>Total budgeted cost</b>					Emotional literacy and 1:1 phonics for PPG children £14,436 (included in LSA costs) Novel Study training cost £550 and training £ 2270 Ruth Miskin support for PPG phonics and Novel Study.
<b>Iv. 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>When will you review implementation?</b>
Support PPG attendance on residential/educational visits	Supplement costs to school trips where class PPG % is high and where due to low contributions, visits would not be otherwise financially viable.	Increase engagement for PPG children due to educational visit experience.	Budget monitoring	LT TC	Termly
Support PPG to take part in musical instrument tuition	Supplement costs to school trips where class PPG % is high and where due to low contributions, music lessons would not be otherwise financially viable for individuals.	Enable all children to access additional music tuition regardless of financial circumstances.	Budget monitoring	LT TC	Termly
That PPG EAL children perform in line with national expectations	Support EAL PPG pupils with EMAS support	PPG EAL children do not perform in line with national however this is further complicated by the majority of these pupils being SPLD SEN.	Tracking provided by SENDCO and class teachers	LT	Termly
<b>Total budgeted cost</b>					EMAS (EAL support) £2302 Music support £450 Education visit support £220

5. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
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 (and whether you will continue with this approach)	Cost
For all children to be able to use mastery techniques to solve reasoning problems.	LSAs and teachers undertake Mastery CPD.	Increased figures on Mastery tracker. See file. Almost all LSAs being graded as good in lesson observations. Y2 SATS results were in line or above national figures in all areas.	Group tracking documents are required to show impact of LSA intervention.  This needs to transfer to test situation.	As specified in LSA funding
For PPG children to recognise different mathematical representation in test situations.	Purchase Singapore Mastery Text Book materials for all year groups.	100% pupils using bar modelling and Newman's Prompts in books.	This now needs to be evident in test outcomes.	
Pupils are able to reason about number with the use of Numicon.	Purchase Numicon and provide staff CPD.	Pupil reasoning improves through school. Applied in 100% maths books during monitoring. Increase in pupils meeting ARE in Maths	Evidence in test outcomes.	
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 (and whether you will continue with this approach)	Cost
<p>Additional LSA support to deliver 1:1 maths tuition/intervention</p> <p>Increase parental support for PPG children.</p> <p>1:1 phonics tuition for PPG children</p>	<p>Purchase Mathletics and BUG CLUB</p> <p>Reading incentives</p> <p>LSA 1:1 session</p>	<p>Pupils engaged at home with Mathletics tuition.</p> <p>Almost all PPG children read 5 times per week to access a celebration event</p> <p>Phonics pass rate was above the national figure</p>		

### iii. Other approaches

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 (and whether you will continue with this approach)	Cost

## 6. IMPACT REPORT

IMPACT AS LISTED ABOVE