

# Pupil Premium Strategy Statement for Hayfield Lane Primary

## 2019/20 ACADEMIC YEAR

Plan running from Jan 2020-Jan 2021

1. Summary information					
<b>School</b>	Hayfield Lane Primary School				
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	Overall- £85940 Funding £81840 Post LAC £2300 Service £1800 Staffing- £78754.80 (£4400 of EMTAS support) PPG additional spending	<b>Date of most recent PP Review</b>	Apr 2020
<b>Total number of pupils</b>	337 (excl F1)	<b>Number of pupils eligible for PP</b>	52 (51 excl F1)  5 POST LAC 4 SERVICE	<b>Date for next internal review of this strategy</b>	Aug 2020
Group progress rate in Reading				Year1 N- Year1 S- TO BE INCLUDED APR20 Y2D- Y2K- Y3S- Y3O- Y4H- Y4F- Y5- Y6-	
Group progress rate in Writing				Year1 N- TO BE INCLUDED APR20 Year1 S- Y2D- Y2K- Y3S- Y3O- Y4H- Y4F- Y5- Y6-	
Group progress rate in Maths				Year1 N- TO BE INCLUDED APR20 Year1 S- Y2D- Y2K-	

	Y3S- Y3O- Y4H- Y4F-  Y5 Y6-
THE FOLLOWING INFORMATION DEMONSTRATES HAYFIELD LANE PRIMARY'S COMMITMENT TO SUPPORT PPG CHILDREN. ALL SUPPORT IS EVIDENCED AND WHERE THIS LINKS WITH PPG SPENDING, COSTINGS ARE SPECIFIED.	

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>		
A.	Poor engagement, resilience and motivation (including support of parents)	
B.	Poor % of pupils reading for pleasure and then unable to draw comparisons with texts	
C.	Limited language of PPG affecting ability to comprehend reading texts affecting ARE and GD outcomes	
D.	Improve SEN pupil % of those reaching Age Related Expectations in Reading and Writing by accelerating progress from starting points	
E.	Outcomes for PPG children improve so that they meet ARE and greater depth national % at EYFS, KS1 and KS2.	
F.	High % of Persistently Absent pupils are also PPG	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
A.	Attendance rates for PPG boys is still causing concern . 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.	Higher rates of children at ARE reading in KS2 (PPG) with able PPG children reaching greater depth level)	For previously lower attaining children in Ks1 to reach the ARE national % figure in reading
B.	Previously lower attaining children are making accelerated progress in Reading with EYFS and KS1	PP children to have a secure foundation of number ready for problem solving and mathematical reasoning.
C.	Comprehension scores improve to increase % pupils at ARE and GD so that pupils at least meet the national % ARE and GD in reading. This includes progress of SEN pupils.	PPG Pupils are resilient learners who strive to improve and achieve their best in comprehension sessions.

<b>D.</b>	Increase the % of SEN pupils reaching ARE in Reading and Writing/strong progress scores from starting points.	SEN PPG pupils reach Age Related Expectation and Greater Depth percentages in line with national figures
<b>E.</b>	Improve attendance of PPG so that they reach the target of 97%	PPG pupil boys reach 97% attendance
<b>F.</b>	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	2019/20				
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?
Higher rates of children at ARE reading in KS2 (PPG) with able PPG children reaching greater depth level	<p>Whole staff training on effective Reciprocal Reading, ensuring clear progression of skills across the year groups with TEACHER RESEARCH GROUPS (TRG) being used to facilitate improvements</p> <p>Whole staff CPD on reading test strategies to use consistently across school.</p> <p>LSA reading support (interventions and in class support) Included in £78,754.80 (overall figure)</p>	Children are under performing and not falling in line with national expectations in reading at ARE and GD. Priority needs to be given to ensure that HLP has accurate coverage of skill progression across the whole school This will also ensure greater depth opportunities are occurring across all year groups. Standardised approach to tackling test questions is adhered to by all staff delivering reading sessions	<p>Project planning with deadlines and monitoring schedules to ensure these are effectively met and initiatives implemented.</p> <p>Staff meeting time given to strategically plan a whole school approach/overview of greater depth skill progression.</p> <p>LSA interventions in class for PPG pupils</p>	LT JN  LT   LT	ALL REVIEWS TO BE COMPLETED JANUARY 2021 WITH INTERIM REVIEW April 2020.   Governors will examine progress towards targets termly in Strategic Development meetings.
PPG pupils are reading widely out of school and teachers are able to draw on this when teaching about answering of comprehension questions	<p>Release time for Y5 Y6 Y3 and Reading Lead to train and develop the school in reading techniques to help support PPG pupils £200</p> <p>Additional reading volunteers used to support additional link text reading. Staff release time to train them. £300</p>	<p>Children in KS2 (and lower attaining pupils at KS1) are under performing and not falling in line with national expectations. Weekly reading % are demonstrating that PPG children are not reading widely and often and are therefore unable to make connections to others text and have limited understanding of vocabulary.</p> <p>Understanding that cultural capital for this vulnerable group is lower and language acquisition needs to prioritised as part of initiatives</p>	<p>Data for PPG groups will be scrutinised during non-contact sessions by Pupil Premium Leader.</p> <p>Frequent assessments from support staff driving the interventions, supported by teaching staff. Interventions will be to a set time scale otherwise alternative interventions may be needed to take place</p> <p>Book looks and learning walks which will have set lines of</p>	LT   JN  NR LW JN	

	<p>Attend National Leader Training on effective reading intervention for Y5 and 6(Leicester Reading Project) (5 session project and cover) £1500</p> <p>Attend Doncaster Reading Fluency Project (2 days Teacher and HLTA)</p> <p>Create reading incentives for reading widely out of school- PETER BALDRY ART INSTALLATION PROJECT linking to love of books (£1000)</p> <p>Development of READING SHED to ensure increase in additional book lending</p> <p>Give pupils time to access a wide range of independent/reading for pleasure materials-built in weekly key stage time with SLT leader</p> <p>Additional reading session for Y6 test situations (with Head) so that PPG pupils are able to draw comparisons from texts-Reciprocal Reading link</p> <p>Purchase of RWI BOOK BAG BOOKS to ensure that pupil home reading strictly aligns to phonics ability £850</p>		<p>enquiries in order to monitor the progression of reading. Pupil progress meetings will also monitor outcomes. PIRA outcomes demonstrate improvements in target areas.</p> <p>Weekly Reading % information gained by Reading Lead</p>	<p>KR JC</p> <p>LT</p> <p>LT</p> <p>LT JN</p> <p>LT</p> <p>LT SM</p> <p>JN SM</p>	
--	---	--	---	---	--

<p>Previously lower attaining children are making accelerated progress in Reading with EYFS and KS1</p>	<p><b>RWI Leader to run parent session to support parents with use of new books (leadership time)</b></p>	<p><b>PP/SEND overlap children are demonstrating that they do not have the exact skill set of passing the year 1 phonics screening which ensures they have a good amount of phonic, decoding knowledge, needed for reading.</b></p>	<p><b>Effective tracking of RWI assessment and parental feedback Impact reports</b></p>	<p><b>LT</b></p>	
	<p><b>Specialised LSA support to drive Non PPG and PPG progress rates in phonics, with set afternoons of interventions (incl in £78,754.80)</b></p> <p><b>RWI Leader to run parent workshops</b></p> <p><b>Purchase BEDROCK to enhance Reciprocal Reading sessions so that language aspects are targeted. £1800 (2 years)</b></p> <p><b>Targeted pupils are supported by LSAs to complete BEDROCK sessions twice a week</b></p> <p><b>Release time for Y5 Y6 Y3 and Reading lead to train and develop the school in reading/language techniques to help support PPG pupils</b></p> <p><b>English Leader to have fortnightly release time to examine reading support for PPG children and initiative whole school actions for pupils</b></p> <p><b>Reading Volunteers recruited and trained by</b></p>	<p><b>Children are under performing and not falling in line with national expectations with understanding of language being an barrier for PPG children.</b></p> <p><b>Children are under performing and not falling in line with national expectations. Early book looks have suggested writing quality is not at its best across the foundation subjects and to demonstrate greater depth, writing must be at a premium across all genres of writing, cross-curricular.</b></p>	<p><b>Lexia outcomes drop ins /achievement certificates</b></p> <p><b>Learning walks and book looks. Pupil discussions and feedback sessions.</b></p> <p><b>Paired planning sessions (PPA) Learning walks and book looks. Standard of writing.</b></p>	<p><b>SM</b></p> <p><b>LT VJL</b></p> <p><b>LT</b></p> <p><b>NR LW KR</b></p> <p><b>JN</b></p>	

	<p>English leader so that PPG children are accessing additional read sessions</p> <p>Whole school CPD from Mr P. In how to engage children using technology to enhance reading and language acquisition across the school. £1000</p> <p>Lexia reading app for Year 1 and 2 SEND/PPG to aid support in reading.</p> <p>Develop oracy and the use of STEM SENTENCES across the school, particularly in EYFS for good starting points. Non contact for developing oracy non-negotiable approaches.</p> <p>Increased parental workshops across school so that parents can support their children effectively. Non contact time for leaders.</p>		<p>Children's outcomes. Paired planning sessions (PPA) Learning walks and book looks. Observation of time table.</p>	<p>JN</p> <p>LT</p> <p>JN</p> <p>LT</p> <p>JN SM</p>	
--	---	--	--	--	--

--	--	--	--	--	--



<div data-bbox="1550 98 1832 132">Total budgeted cost</div>	<div data-bbox="1859 98 2069 132">See costings above</div>
---	--

ii. Targeted support ( all budgeted from STAFFING COSTS)					
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?
<p>Higher rates of children at ARE Reading in KS2 (PPG with able PPG children reaching greater depth level)</p> <p>Higher rates of children at 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 – <b>Targeting particular year groups that have larger numbers of PPG children (Year 4, 5 and 6) Included in £78754.80</b></p> <p>Provide 1:1 phonics interventions for PPG pupils to ensure that they meet the national expectation. ) <b>Included in £78754.80</b></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>Additional EYFS LSA support to embed phonics/reading in R and Y1 for PPG pupils.</p> <p>Booster sessions provided for PPG children</p>	<p><b>Results for KS2 (and LAP pupils in EYFS/KS1) demonstrate that 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>PDR targets are set with this focus in mind.</b></p> <p><b>Book looks and learning walks with specific lines of enquiries.</b></p>	<p>LT</p> <p>SM</p> <p>SLT members</p> <p>JN</p> <p>LT</p> <p>SLT members</p>	<p>Termly</p>

<b>Total budgeted cost</b>	See costings above
----------------------------	--------------------

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 (SCOTTYS HEROES) is developed to ensure that pupils are able become academically resilient and self-regulate emotions. £420</p>	<p>Pupils require motivation and resilience to succeed particularly in Y5/6. Engagement in BUG CLUB and reading at home 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>PPG reading progress score issues were evident at the end of KS2. This included at greater depth.</p>	<p>Track increased participation in Reading at home 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>Track engagement of PPG pupils in lessons.</p>	<p>LT</p> <p>LT</p> <p>LT</p>	Half termly
Increase PPG Reading %s at Age Related Expectation and Greater Depth by developing Reciprocal Reading in school and purchase of greater depth comprehension materials.	<p>Staff training for Reciprocal Reading . Leadership non-contact time to drive improvement in school via project planning.</p> <p>New reading material available to challenge for borderline ARE pupils.</p>	<p>PPG attendance is below 96%</p>	<p>Project planning to track improvements.</p>	<p>JN</p> <p>JN SM</p>	
Improved attendance for PPG so that they meet the target of 97%	<p>Attendance awards and incentives given to the target group-development of Forest School activities.(staffing cost incl in £78754.80</p> <p>Increased sporting activities provided by</p>		<p>Track pupils as part of PPD and include gender PPG category as part of attendance monitoring ( termly)</p>	<p>LT JH</p> <p>RH</p>	

	school (free of charge to children) so that they build resilience and a determination to succeed.				
<b>Total budgeted cost</b>					See final costings above
<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. £120	Increase engagement for PPG children due to educational visit experience.	Budget monitoring	LT AH	Termly

Support EAL pupils with EMTAS specialist language provision in first language	Supplement costs to first language tuition where class PPG % is high . £4400	Enable all children to curriculum effectively regardless of first language	Budget monitoring	LT AH	Termly
Total budgeted cost					EMTAS £4400 Educational Visit £120