

# HAYES MEADOW PRIMARY SCHOOL

*Be the Best We Can Be*



Pupil Premium Strategy Statement 2019/20

### 1. Hayes Meadow Primary School – Pupil Premium Strategy Statement

Academic Year	2019- 2020	PP budget	£43,560
Total number of pupils	184	Number of pupils eligible for PP	33

### 2. Barriers to future attainment (for pupils eligible for PP)

In-school barriers	
A.	Low prior attainment for all year groups.
B.	Attainment in spelling and grammar is a weakness across school.
C.	Outcomes for PP children have improved significantly at ARE, as a school we are now trying to get children to achieve GD.
External barriers	
D.	Attendance rates for PP pupils are improving but are not in line with other pupils at Hayes Meadow

### 3. Desired Outcomes

### Success Criteria

A.	Rapid progress in targeted all Year groups in R,W,M especially in those with prior low attainment.	<ul style="list-style-type: none"> <li>• Pupils eligible for PP make good progress across school and reach or exceed the end of year expectations for their Year group in reading, writing and maths.</li> <li>• Pupils eligible for PP make rapid progress due to timely interventions demonstrated through individual performance indicators.</li> <li>• Monitoring through observations, work scrutiny and moderation processes demonstrate pupils are making the expected or better progress and achieving the same or better rates than their peers.</li> </ul>
B.	Improve children’s emotional well-being, resilience and independence.	<ul style="list-style-type: none"> <li>• Improved social and emotional well-being for pupils in school resulting in positive learning behaviours. The pupil questionnaire shows a positive response for all pupils.</li> <li>• Improved social skills and communication through targeted intervention by external agencies including speech and language therapists.</li> <li>• Create purposeful, exciting learning opportunities for pupils through the enriched curriculum so that</li> </ul>

		<p>all children have equal access to these opportunities.</p> <ul style="list-style-type: none"> <li>• Continue to further develop the understanding of the school values to improve resilience and determination and increased independence.</li> <li>• Ensure vulnerable pupils access nurture groups, mental health sessions and additional support for emotional skills provision during the Year to improve independence, communication and resilience skills.</li> </ul>
C.	Increase attendance rates for pupils eligible for PP	<ul style="list-style-type: none"> <li>• Reduce the amount of absence among pupils eligible for PP to at least 96% which is in line with other pupils.</li> </ul>

#### 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?	Who is responsible?	When will it be reviewed?
<p>Improve rates of progress so that all pupils eligible for PP are able to achieve or exceed the end of Year expectations for their Year group.</p> <p>Children make accelerated progress to be in line with 'other' pupils nationally and at Hayes Meadow.</p>	<p>Staff meeting/ INSET Curriculum updates/ training providing challenge for all pupils TA CPD TAs to support English and Maths lessons Senior leader responsibility for improving PP achievement.</p>	<p>% of PP pupils achieving end of year expectations in 19/20 increased across school. This is still a little lower than National statistics in some year groups. School are continuing to monitor regularly the provision provided and evaluate the impact on pupil progress. Our further aim is to try and ensure some PP pupils are</p>	<p>Staff meetings/ INSET to deliver training. Increased expectation. Monitoring through observations, work scrutiny, pupil discussion. TA meetings Regular impact/pupil progress meetings with staff Moderation meetings with subject leaders.</p>	<p>Mr T Yates Mrs P Gilbert Mrs S Sivieri</p>	<p>Each half term.</p>

		able to exceed the end of year expectations.			
Continuing to provide quality first teaching across school to be consistently good or better.	Staff training. Bespoke consultants support for core subjects where required. Phonics/ SPAG training. Greater Depth in Reading, writing and maths.	Teaching is further improved across school and Pupils requiring additional intervention are identified quickly. Quality interventions are taught daily. Teaching and learning cycle is embedded.	Staff meetings/ INSET to deliver training. Increased expectation. Monitoring through observations, work scrutiny, pupil discussion, learning conversations. Regular impact/pupil progress meetings with staff.	Headteacher and SLT	Each term or more frequently for targeted year groups.
Staff utilise good practice in other schools and through research to identify ways in which to support PP pupils.	Research/ collaboration and discussion in school to identify and share good practice.	Research demonstrates the positive ways in which PP pupils are being supported in other schools.	Review and discuss at SLT practice and approaches to support pupils.	S Sivieri P Gilbert	Each term
<b>Total budgeted cost</b>					£25,000

<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>Who is responsible?</b>	<b>When will it be reviewed?</b>
Pupils to make accelerated progress in reading, writing and maths – at least 80% of pupils to achieve age related expectations and 20% to exceed expectations by July 2020.  Teachers are expected to identify pupils requiring	Intervention programs delivered daily in small group and 1:1 sessions.  Pre -teaching sessions for targeted pupils at the start of each day with the class teacher.	Some pupils require specific intervention strategies to ensure they make progress in line with others nationally.  Some pupils who are eligible for PP do not achieve the expected standard at the end of the Year.	Organise timetables to maximise time in school and use TAs and teachers to deliver intervention programs. Additional TAs have been deployed to support targeted year groups.  Monitor effectiveness through observation, work	P. Gilbert T. Yates S.Sivieri	Each Half Term

<p>support quickly and ensure they are taught the understanding, skills and knowledge required to achieve the expected standard.</p>	<p>TAs and Teachers delivering intervention programs from EYs to Year 6.</p> <p>Specific resources to be purchased to support interventions to enhance educational achievement.</p> <p>Speech and language therapist to improve communication skills of pupils at different ages but especially in KS1 and EYS.</p>	<p>Some pupils are capable of exceeding the end of year expectations.</p>	<p>scrutiny and scrutiny of intervention records.</p> <p>Additional timetabling to enable teachers to target misconceptions immediately with pupils or provide additional challenge.</p> <p>Pupil progress meetings with teachers and senior leaders.</p> <p>Monitoring meetings with PP leads in school.</p> <p>Regular PP staff meetings to ensure pupils are on track to achieve ARE and share good practice.</p>		
<p>Pupils to make accelerated progress and achieve at least age related expectations.</p>	<p>Small group tutoring sessions in the mornings with additional teacher support.</p>	<p>Ensure standards for pupils eligible for PP are in line with others nationally.</p>	<p>Monitor and liaise with the teacher delivering.</p>	<p>Headteacher</p>	<p>Each half term</p>
<p>Pupil's attainment in Reading, writing and communication to improve.</p>	<p>Small group and 1:1 speech, language and communication sessions from an external practitioner in EYFS to ensure pupils start Reception and Year One at the ready for the curriculum.</p>	<p>Ensure pupils are able to communicate effectively and for this to have a positive impact on reading and writing standards.</p>	<p>Monitoring and discussions with practitioner.</p> <p>Monitor records and standards at pupil progress.</p>	<p>Headteacher</p>	<p>Each half term.</p>
<b>Total budgeted cost</b>					<p>£10,000</p>

### 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?	Who is responsible?	When will it be reviewed?
Increased attendance rates for pupils eligible for PP.	Funding for vulnerable pupils to attend breakfast club and other out of school sporting activities.	Pupils have structured opportunities to develop social and communication skills, arrive at school on time and therefore has a positive impact on standards of work and learner behaviours and attitudes.	Targeted support for identified families. Keep records of attendance at clubs to ensure all pupils are able to access.	S. Clarke T.Yates P.Gilbert	Each half term.
Improve pupil's emotional well-being, resilience and independence.	School visit/ residential part funded. Speech and language project with Nursery pupils and therapist. Funding resources needed. External therapist to work with groups of pupils on social skills and behaviour. Whole school focus on values – weekly assemblies. Non –contact time for SENCo to liaise with outside agencies on individual cases. Senior Leader to deliver weekly nurture sessions for KS2 pupils. Additional mental health lessons for pupils in KS2 on a weekly basis.	Improved social and emotional well-being for pupils in school – resulting in a positive impact being ready to learn.	Monitor pupil well-being and behaviour and also monitor whether improvement translates into achievement.  Monitor through pupil questionnaires	N.Morgan P.Gilbert S.Sivieri	Each half term
Improve pupil's emotional well-being and ability to socialise with their peers.	Support at lunch and breaktimes for individual and groups of pupils. Additional lunchtime supervisor to support vulnerable pupils. Sports coach to work in KS2 each Friday lunchtime to support lunchtime play.	Improved social and emotional well-being for pupils in school – resulting in a positive impact being ready to learn. Some pupils are further empowered to be able to lead sessions.	Monitor pupil well-being and behaviour. Monitor whether improvement translates into achievement through being ready for lessons after breaktimes and lunchtimes and not having social issues	S.Sivieri T.Yates P.Gilbert N.Morgan	

	Training for midday supervisors. New equipment purchased for pupils to develop these skills outdoor.		impacting back in the classroom.		
<b>Total budgeted cost</b>					£15,000