

Hayfield School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	
School name	Hayfield School
Number of pupils in school	160
Proportion (%) of pupil premium eligible pupils	39% (63 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 2022 to August 2025
Date this statement was published	Sept 22
Date on which it will be reviewed	Sept 23
Statement authorised by	Mr L Comber
Pupil premium lead	Mr L Comber
Governor / Trustee lead	Mr J Weise

Funding overview

Detail	Eligible Pupils	Per Pupil	Allocation
Pupil premium: Deprivation (Free School Meals Ever 6)	72	£1,345	£96,840
Pupil premium: Service Children (Ever 6)	0	£320	£0
Pupil Premium Plus allocation this academic year			£11,725
Pupil premium: Children adopted from care (Post LAC)	5	£2,410	£11,725
Pupil premium: Looked After Children (LAC)	5	£2,410	£11,725
Pupil Premium:			£120,290

Part A: Pupil premium strategy plan

Statement of intent

At Hayfield School we work towards ***‘Learning to Live and Love Life Together’***. Our highest expectations inspire children to embrace learning and life as an adventure. As well as our Children reaching their highest academic potential, at Hayfield we practice a child-centred holistic approach and by Y6 our agreed cumulative goals for our children is that they can reach or be on a positive path to acquiring the following life skills:

- Are **Confident** and **Independent**
- Have strong **Self Help Skills**
- Take **Responsibility** for their own learning and recognise links with the outside world
- **Respect** themselves and others; and take **Responsibility** for their own behaviour and demonstrate **Tolerance**
- Develop **Thinking skills** in order to make **Positive Choices**

Our Pupil Premium Funding enables the school to ensure that our children are at the centre of a broad, varied and interesting learning experience and that equips them for their future education. We aim to ensure that they acquire the personal qualities, attitudes, skills, knowledge and understanding necessary for personal fulfilment and a developing social responsibility in a rapidly changing world, and one in which they are increasingly at a disadvantage. The holistic nature of our practice will promote positive mental health and well-being and will enhance our children’s life skills and social skills.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Cognitive Limitations which limit pupil’s ability to access learning or make a sufficient rate of progress.
2	Social Communication Difficulties which incorporate poor emotional regulation skills / strategies and form a barrier or prevent children from accessing learning.
3	Parental engagement with school - especially regarding attendance, which in turn impacts of pupil’s academic progress.

4	Access to extra-curricular activities - educational and enrichment experiences, which in turn develop and improve our pupils' social communication skills , mental well-being, willingness and readiness to learn.
---	--

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>All classroom based staff will receive training / CPD in the following areas:</p> <ul style="list-style-type: none"> a) Phonics - Read, Write Inc b) Supporting children's sensory needs in the classroom c) Variety of methods and ways to improve communication with the children across all areas of the school (PECS and developing the Communication Pathways, Colourful Semantics etc) 	<p>All Classroom based staff will:</p> <ul style="list-style-type: none"> a) Understand and be able to deliver the RWI programme across the school b) understand how the children's sensory needs across the school can be supported and the where to get support when needed c) The school will introduce its new communication pathways and classes will be able to meet the needs of all pupils across the whole school.
<p>Higher Level Teaching Assistant will Deliver:</p> <ul style="list-style-type: none"> a) Small group intervention to support the acquisition of basic literacy and numeracy skills b) 1:1 intervention to support the acquisition of basic literacy and numeracy skills c) Small group intervention to support the acquisition of language skills d) 1:1 intervention to support the acquisition of language skills 	<p>All pupils taking part in the intervention groups will:</p> <ul style="list-style-type: none"> a) Become significantly more engaged in classroom learning; b) Become increasingly more independent in their learning and around school; c) Have access to learning in a way that is more appropriate to their needs (smaller groups / 1:1); d) Achieve end of year targets in English, Mathematics and PHSE; e) Develop and increase in their confidence in all reading, writing and number skills
<p>Level 3 Teaching Assistant Will:</p> <ul style="list-style-type: none"> a) Deliver weekly Forest School sessions across the school. b) Ensure methods of recording and monitoring pupil progress in Forest School is produced for each class taking part 	<p>All pupils engaging in outdoor learning activities will develop and improve their:</p> <ul style="list-style-type: none"> a) Social communication skills b) Personal and social skills c) Problem solving skills d) Fine and Gross motor skills <p>This in turn will lead to improved focus in lessons and in turn close attainment gaps</p>

	across the whole of the school curriculum.
<p>Level 3 and Level 2 Teaching Assistants Will deliver the THRIVE intervention programme, including:-</p> <ul style="list-style-type: none"> a) Small group intervention to support the development of emotional regulation skills b) 1:1 intervention to support the acquisition of emotional regulation skills. c) Develop a series of workshops to support those parents most in need of support within the home environment or who are deemed to be “hard to reach” 	<p>All pupils taking part in the THRIVE Programme will:</p> <ul style="list-style-type: none"> a) Develop their own script for seeking adult support in an appropriate way; b) Develop successful strategies that will support them in self-regulating their emotions; c) Grow in confidence around the school and be able to access all aspects of school life with minimal support. d) Reduce the number of incidents in school in which they act in a violent or aggressive way towards others; e) Be able to engage in learning within the classroom environment at Hayfield School with minimal adult support; <p>Parental Outcomes:</p> <ul style="list-style-type: none"> a) school will develop an improved relationship with hard to reach parents and increase their willingness to engage in school and class staff. b) Through identifying the support parent needs, empower them to access services and agencies based on the Wirral that will improve outcomes for their children.
<p>Employment of Shine Therapy Services to:</p> <ul style="list-style-type: none"> a) Carry out assessments of individual pupil’s sensory needs; b) Provide advice and guidance to Hayfield School staff regarding the sensory needs of our children; c) Act as a referral point for staff queries / concerns regarding sensory issues 	<p>Pupils will:</p> <ul style="list-style-type: none"> a) Have access to specialist support concerning their sensory needs b) Have their sensory needs met in class; c) Access to an up to date and effective morning sensory circuit which addresses their needs d) Be able to access classroom based learning and in turn make academic progress. <p>Class based staff will:</p> <ul style="list-style-type: none"> a) have a better understanding of Sensory issues and their impact on children with ASC;

	<ul style="list-style-type: none"> b) Have access to specialist advice regarding our children's sensory needs. c) Receive training/CPD in understanding pupils sensory needs and how they can be supported at Hayfield school
<p>School Attendance Officer will:</p> <ul style="list-style-type: none"> a) Monitor pupil attendance on a daily basis and take action to address concerns; b) Act as a liaison point for parents regarding their children's attendance at Hayfield School; 	<p>Pupils will:</p> <ul style="list-style-type: none"> a) Attend school on a daily basis; b) Make progress in the national curriculum
<p>School will provide a range of enrichment activities that will develop and improve our pupils'</p> <ul style="list-style-type: none"> a) social communication skills; b) willingness and readiness to engage in learning c) life experiences and opportunities to explore and learn about their local environment and the world in which they live 	<p>Pupils will:</p> <ul style="list-style-type: none"> a) Be able to participate fully in themed weeks, school trips and residential trips b) Have access to educational visits or enrichment activities that will offer them an enhanced curriculum and opportunities to explore their local environment and world around them c) Have increased opportunities to participate in non PE enrichment activities. Eg, Art/cultural and music focused activities. d) Develop their social skills, independence, perseverance and teamwork through participation in a wide range of activities throughout the school year

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>All class based staff will receive CPD through a range of staff meetings and INSET days in the following areas:</i></p> <p><i>Phonics</i></p> <p><i>SALT</i></p> <p><i>Social Communication</i></p> <p><i>SHINE</i></p>	<p>See the following links:</p> <p>Phonics:</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</p> <p>Social Communication:</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</p> <p>https://www.autism.org.uk/advice-and-guidance/professional-practice/communication-skills-classroom</p> <p>SALT:</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/</p>	<p>1 & 2</p>
<p><i>Purchase of computer based resources to support both home and school learning. These include:</i></p> <ul style="list-style-type: none"> ● <i>Purple Mash</i> ● <i>Social Express</i> ● <i>Widget</i> ● <i>Nessy</i> 	<p>See the following links:</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/</p>	<p>1 & 2</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 77,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>The HLTA will:</i></p> <ul style="list-style-type: none"> a) <i>Work with class teachers to identify those children whom require additional support;</i> b) <i>Produce a weekly timetable identifying when small groups / 1:1 intervention will be carried out throughout each school week;</i> c) <i>Liaise with class teachers to plan learning opportunities which will develop skills and knowledge in English, Maths and PHSE;</i> d) <i>Liaise closely with the senior teacher responsible for pupil progress and learning to monitor closely and track progress.</i> 	<p>See the following links:</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p>	<p>1 & 2</p>
<p><i>The TA3 will:</i></p> <ul style="list-style-type: none"> a) <i>Deliver Forest School on a weekly basis to the children across the whole school.</i> <p><i>The SLT will oversee the purchase and construction of:</i></p> <ul style="list-style-type: none"> a) <i>Outdoor classroom so that Forest School can be provided all year round</i> b) <i>Resources for Forest School</i> 	<p>See the following links:</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/</p>	<p>4</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £65,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>The THRIVE Team will:</i></p> <ul style="list-style-type: none"> a) <i>Work with the TLR to highlight which parents should be supported and establish a plan of action for the remainder of the academic year.</i> b) <i>Work with class teachers to identify those children whom require additional support from them;</i> c) <i>Produce a weekly timetable identifying when small groups / 1:1 intervention will be carried out throughout each school week;</i> d) <i>Liaise with their TLR regarding the needs of the children and the amount of support required;</i> e) <i>Attend social care meetings or medical appointments with parents when additional support is needed;</i> 	<p>See the following links:</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/</p>	<p>2 & 3</p>
<p><i>The TLR Responsible will;</i></p> <ul style="list-style-type: none"> a) <i>Work with Shine Therapy Services to develop a programme which will improve the sensory provision for pupils at Hayfield School</i> 	<p>See the following links:</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/</p>	<p>2 & 3</p>
<p><i>School Attendance Office will:</i></p> <ul style="list-style-type: none"> a) <i>Organise and run attendance panel meetings with support of the schools Education Welfare Officer</i> 	<p>See the following links:</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/</p>	<p>3</p>

<p><i>b) Organise and run parent workshops at various times throughout the school year.</i></p>		
<p><i>The School Leadership Team will:</i></p> <p><i>a) Provide pupils with a wide range of activities which will provide them with a varied and enriching curriculum;</i></p> <p><i>b) Measure the impact of all enrichment activities to ensure that they impact positively on pupil progress;</i></p> <p><i>c) Support pupil well being through providing food for breakfast for the children when needed</i></p>	<p>See the following links:</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/</p>	<p>4</p>

Total budgeted cost: £150,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?