

Hayfield School Pupil Premium Grant Expenditure

Report on Spending 2015 to 2016

Overview of the School

Number of Pupils and pupil premium grant (PPG) received:	
Total number of pupils on roll	Number of Pupils at January 2016 Census: 106
Total number of pupils eligible of PPG *(51 pupils @ £1320) (7 x £1,900)	58
Amount of PPG received per pupil	£1,320*
Total amount of PPG received	£80,620

Previous Performance of Disadvantaged Pupils: (pupils eligible for Free School Meals)		
	2014	2015
% of pupils making good to outstanding progress in English (Literacy)	Expression: 90%	Expression: 91%
	Comprehension: 82%	Comprehension: 93%
	Reading: 92%	Reading: 93%
	Writing: 92%	Writing: 100%
% of pupils making good to outstanding progress in Maths (Number)	92%	94%
% of pupils making good to outstanding progress in PSHE	88%	100%
<i>Based on the P Scale progression documents</i>		

Summary of PPG Spending 2015/16

Aims and outcomes in spending PPG:

As in previous years, this year's plans were based on the Liverpool City Region Child Poverty and Life Chances Summary:

Aim 1

Ensure the best start in life for children and young people to improve their life chances.

Action 1 – Support Effective Parenting

Family support programmes:

Variety of Craft Clubs

Impact – 100% of parents' evaluations demonstrate a positive support and impact at home.

Taxis to enable parents to attend meetings throughout the school year:

A significant number of parents do not have access to their own transfer and Hayfield School is not an easy place to access from all points of the Wirral.

Impact - Increased number of parents attended meetings at school and were able to engage with school

Crèche facility available for parents for all parents evening meetings

Impact – the complex nature of our pupils means that some parents can struggle to arrange child care. Providing a crèche facility during parents' evenings ensures that a greater number of parents are able to attend parents evenings

Action 2 – Enhance children's social and emotional development and reduce gaps in educational attainment

Supporting children's health and emotional needs:

- THRIVE

Materials and training sessions for staff. Enabled staff to support children who are displaying challenging and disruptive behaviour. Enabled children to access learning more effectively. Enabled school to have full time TA3 to work with individuals and small groups so that they could access learning.

Impact

10 people's worked on one to one basis with the THRIVE programme. All pupils have been successfully integrated back into classes or moved successfully onto secondary school.

Incidents of challenging behaviour reduced across the school year (see separate file)

- Seasons for Growth

Many of our pupil's experience a variety of losses and change, including family separation and divorce. This programme supports children in coping positively with such situations. Attended by four children during the Spring and Summer Terms.

The children benefitted from being able to share and express their feelings in a safe and secure environment. The staff could evidence that they felt happier and calmer. The pupils were more "in control" and had a greater understanding of their feelings and emotions. The pupils valued having a "special" member of staff to talk to in school after the programme had finished.

- Sensory Therapy
Support purchased from Cavendish High School. Sensory Processing Packages provided to support 4 children who were in the school's nurture group.
Impact
All children benefitted from a personalised plan which supported their sensory needs. Programme came to an abrupt end when Cavendish School withdrew the funding and support for this programme

- Teamteach
All staff continues to be trained in the use of Teamteach methods. Training has also taken place to ensure that the school's trainers have received up to date training.
Impact
Three whole school training events taken place and feedback continues to suggest that staff confidence in dealing with challenging behaviour continues to grow. The number of incidents involving the need to use restrictive physical interventions is reduced considerably from the previous year. Number of incidents of disruptive behaviour in classes reduced considerably, enabling all pupils to access undisruptive learning.

- 1:1 Therapeutic Support
One pupil who was in care and was displaying extremely challenging behaviour was supported through specialist Attachment Trauma Therapy.
Impact
This enabled the child to make positive attachments with their carer. This child went on to successfully transition to a specialist school for children with SEMH.

- HTLA (behaviour support)
One HTLA was used to support children's behaviour and work with individual pupils on a one to one basis. Much of the work was based around the 'Volcano in My Tummy' by Elaine Whitehouse and Warwick Putney.
Impact
Four children received one to one support in understanding their emotions, this saw a significant reduction in their acting out and challenging behaviours

- Mid days (1:1) support and increased staffing ratios
Lunchtime playtimes were identified as a significant cause for concern. The half hour play session was too long for many of the pupils and action needed to be taken to provide a greater level of support for the most vulnerable children.
Impact
The employment of 3 additional staff enabled the school to provide heightened levels of supervision and one child in particular to receive 1:1 support. The result was a reduction in the amount of low level disruptive behaviour on the playground and reduction staffing ratios for the children.

- Residential Trips:

In the Summer of 2015, over 65 children attended residential visits from Hayfield School. School subsidised the cost of the trips by funding the staff costs.

Impact

- *Barnstondale – 39 children attended (3 staff)*
- *Betws y Coed – 14 children attended (4 staff)*
- *Colomendy – 13 children attended (11 staff)*

These pupils gained invaluable experiences they would otherwise be unable to access at home. Pupil interviews of Year 6 consistently identified that residential visits had a high impact.

- Attainment:

Read, Write Inc - In the last academic year Hayfield has adopted the Read, Write Inc. programme as the primary tool for delivering phonics and early reading skills. As part of this process school has had a whole day INSET for staff, plus two additional development days throughout the year.

Impact:

- *See page one of this report for impact of scheme on pupils' Reading and Writing*
- *Overall increase in every area for the school year ending 2015.*

- Wider Educational Experiences:

Across the school year, a wide range of educational experiences have been subsidised by the school. The experience include:

- Junior Chefs
- Music Lessons
- French Lessons
- Key Strings
- Hire of musical instruments
- Swimming (increased staffing ratios)

Impact:

The pupils have benefited from a wide range of curriculum experiences that they are often unable to access at home

Summary of costs:

Item / Project	Cost
Residential Visits	£5,000
Family Support <ul style="list-style-type: none">- Taxis- Additional Staffing costs for parent courses	£2,620
Pupil Emotional and Mental Well Being <ul style="list-style-type: none">- THRIVE- 1:1 pupil Support- Sensory Therapy- HTLA Support- Seasons for Growth- Team-teach Training- Additional Mid Day Support Staff	£46,500
Curriculum Support & Enrichment <ul style="list-style-type: none">- RWI- Junior Chefs- Music Lessons- French Lessons- Key Strings- Hire of musical instruments- Swimming (increased staffing ratios)- Short Fall in School Trips- CPD for staff	£26,500
Total:	£80,620