

Hayfield School



# Pupil Premium Strategy 2018/19

Learning to live  
&  
love life together



Article 3: All organisations concerned with children's should work towards what is best for each child.

<b>SUMMARY INFORMATION</b>	
<b>School</b>	Hayfield School
<b>Period Covered</b>	Sept 18 to Sept 19
<b>Number of pupils eligible for PP</b>	73
<b>Total PP Budget</b>	£110,000

<b>REVIEW DATES</b>	<b>DESIGNATED STAFF</b>	<b>DESIGNATED STAFF</b>
December 2018 March 2019 July 2019	Lee Comber – Headteacher  School Business Manager	John Weise Chair of Governors

<b>IDENTIFIED BARRIERS TO ACHIEVEMENT</b>	
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	Poor Expressive and Comprehension language skills which prevent children from engaging in meaningful communicating with both their peers and adults.
4	Parental engagement with school - especially regarding attendance, which in turn impacts of pupil's academic progress.
5	Access to extra-curricular activities - educational and enrichment experiences, which in turn develop and improve our pupils' social communication skills , willingness and readiness to learn.

**KEY EXPENDITURE – Summary of how allocation will be spent**

<b>Area of Spend</b>	<b>Focus</b>	<b>Allocation</b>
Higher Level Teaching Assistant	<ul style="list-style-type: none"> <li>a) Small group intervention to support the acquisition of basic literacy and numeracy skills</li> <li>b) 1:1 intervention to support the acquisition of basic literacy and numeracy skills</li> <li>c) Small group intervention to support the acquisition of language skills</li> <li>d) 1:1 intervention to support the acquisition of language skills</li> </ul>	£25,000
Teaching Assistant Level Three	<ul style="list-style-type: none"> <li>a) Oversee and coordinate the THRIVE intervention programme.</li> </ul>	£18,000
Teaching Assistant Level Two	<ul style="list-style-type: none"> <li>a) Support the delivery of the THRIVE intervention programme</li> <li>b) Small group intervention to support development of social communication skills</li> <li>c) 1:1 intervention to support development of social communication skills</li> <li>d) supporting development of pupil's sensory needs throughout the school</li> </ul>	£16,000
School Attendance Office	<ul style="list-style-type: none"> <li>a) Monitoring pupil attendance</li> <li>b) Support parents in improving pupil attendance</li> <li>c) Support from Education Welfare Service to improve pupil attendance throughout the school</li> </ul>	£16,000
Breakfast Club	<ul style="list-style-type: none"> <li>a) Organise breakfast club</li> <li>b) Purchase of food and resources for children attending breakfast club</li> </ul>	£4,000
Speech and Language Therapist	<ul style="list-style-type: none"> <li>a) Additional Speech Therapy time (one day) to deliver SALT throughout school</li> <li>b) Provide advice and guidance on supporting pupil's sensory needs throughout the school</li> </ul>	£14,000
SCERTS, training and materials	<ul style="list-style-type: none"> <li>a) Introduction of new approach to supporting pupil's ASC needs</li> </ul>	£5,000
Curriculum Enrichment (Including Residential Visits)	<ul style="list-style-type: none"> <li>a) Supplementing the costs of school residential trips</li> <li>b) Providing opportunities for curriculum enrichment activities</li> </ul>	£12,000
<b>Total Spend</b>		<b>£110,000</b>



**Hayfield School Pupil Premium Funding Plan Sept 2108**

<b><u>Identified Barrier to Achievement</u></b>	<b><u>Focus</u></b>	<b><u>Intended outcomes</u></b>	<b><u>Actions / Monitoring</u></b>	<b><u>Impact of Intervention</u></b>
<p>Cognitive Limitations which limit pupil's ability to access learning or make a sufficient rate of progress.</p>	<p>Employment of Higher Level Teaching Assistant who will be responsible for the delivery of:</p> <ul style="list-style-type: none"> <li>a) Small group intervention to support the acquisition of basic literacy and numeracy skills</li> <li>b) 1:1 intervention to support the acquisition of basic literacy and numeracy skills</li> <li>c) Small group intervention to support the acquisition of language skills</li> <li>d) 1:1 intervention to support the acquisition of language skills</li> </ul>	<p>All pupils taking part in the intervention groups will:</p> <ul style="list-style-type: none"> <li>a) Become significantly more engaged in classroom learning;</li> <li>b) become increasingly more independent in their learning and around school;</li> <li>c) Have access to learning in a way that is more appropriate to their needs (smaller groups / 1:1);</li> <li>d) achieve end of year targets in English, Mathematics and PHSE;</li> <li>e) develop and increase in their confidence in all reading, writing and number skills</li> </ul>	<p>The HLTA will:</p> <ul style="list-style-type: none"> <li>a) Work with class teachers to identify those children whom require additional support;</li> <li>b) Produce a weekly timetable identifying when small groups / 1:1 intervention will be carried out throughout each school week;</li> <li>c) Liaise with class teachers to plan learning opportunities which will develop skills and knowledge in English, Maths and PHSE;</li> <li>d) Liaise closely with the senior teacher responsible for pupil progress and learning to monitor closely and track progress.</li> </ul>	<p>A highly skilled HTLA has been allocated to this post throughout the year.</p> <p>Each term they have been allocated to different classes to work with children and small groups one afternoon per week. This approach has ensured that the children have worked with others that they are familiar with and have settled quickly into their work.</p> <p><u>Reading:</u> 2018 Whole School 85% achieved their targets Pupil Premium 82% achieved their targets</p> <p>2019 Whole School 87% achieved their targets Pupil Premium 94% achieved their targets</p> <p><u>Writing:</u> 2018 Whole School 82% achieved their targets Pupil Premium 78% achieved their targets</p> <p>2019 Whole School 87% achieved their targets Pupil Premium 96% achieved their targets</p> <p><u>Mathematics / Number:</u> 2018 Whole School 80% achieved their targets Pupil Premium 75% achieved their targets</p> <p>2019 Whole School 88% achieved their targets Pupil Premium 84% achieved their targets</p>
<p>Social Communication Difficulties, which incorporate poor emotional regulation skills / strategies and form a barrier or prevent children from accessing learning.</p>	<p>Employment of Teaching Assistant Level Three who will be responsible for:</p> <ul style="list-style-type: none"> <li>a) Coordinating the delivery of the THRIVE Programme</li> <li>b) Small group intervention to support the development of emotional regulation skills</li> <li>c) 1:1 intervention to support the acquisition of emotional regulation skills.</li> </ul>	<p>All pupils taking part in the THRIVE Programme will:</p> <ul style="list-style-type: none"> <li>a) Develop their own script for seeking adult support in an appropriate way;</li> <li>b) Develop successful strategies that will support them in self-regulating their emotions;</li> <li>c) Grow in confidence around the school and be able to access all aspects of the</li> </ul>	<p>The TA3 will:</p> <ul style="list-style-type: none"> <li>a) Work with class teachers to identify those children whom require additional support;</li> <li>b) Produce a weekly timetable identifying when small groups / 1:1 intervention will be carried out throughout each school week;</li> </ul>	<p>This role is now being extended across the school to cover aspects of social care. TA3 now attends TAF meetings and is taking on the role of lead professional in a number of cases.</p> <p>Over the next term we anticipate that this role will include some CiN work under the guidance and supervision of the deputy head.</p> <p>TA2 x2 are working with 10 children across the school.</p>

	<p>Employment of Teaching Assistant Level Two who will be responsible for:</p> <p>a) The delivery of the THRIVE Programme.</p>	<p>school day at Hayfield with minimal support;</p> <p>d) Reduce the number of incidents in school in which they act in a violent or aggressive way towards others;</p> <p>e) Be able to engage in learning within the classroom environment at Hayfield School with minimal adult support;</p>	<p>c) Liaise with SLT regarding the needs of the children and the amount of support required;</p> <p>d) Attend social care meetings or medical appointments with parents when additional support is needed;</p> <p>e) Act as the lead person for THRIVE, managing the work load of the TA2.</p>	<p>Across the academic year 2018/19 the school saw a significant reduction in the amount of challenging and complex behaviour being displayed by pupils.</p>
	<p>Employment of Shine Therapy Services to:</p> <p>a) Carry out assessments of individual pupil's sensory needs;</p> <p>b) Provide advice and guidance to Hayfield School staff regarding the sensory needs of our children;</p> <p>c) Act as a referral point for staff queries / concerns regarding sensory issues</p>	<p>Pupils will:</p> <p>a) Have access to specialist support concerning their sensory needs</p> <p>b) Have their sensory needs met in class;</p> <p>c) Access to an up to date and effective morning sensory circuit which addresses their needs</p> <p>d) Be able to access classroom based learning and in turn make academic progress.</p> <p>Class based staff will:</p> <p>a) have a better understanding of Sensory issues and their impact on children with ASC;</p> <p>b) Have access to specialist advice regarding our children's sensory needs.</p>	<p>SLT will;</p> <p>a) Work with Shine Therapy Services to develop a programme which will improve the sensory provision for pupils at Hayfield School</p> <p>b) Work with Shine Therapy Services to upskill and develop staff knowledge of Sensory issues.</p>	<p>With support from Shine the Alert programme has been rolled out across the school. The sensory circuit in the mornings has been reviewed and adapted. A number of children have received a sensory assessment and sensory plan are now in place.</p> <p>A number of children have received Sensory input or assessments by the Shine Practitioner. These children are now able to more readily access learning and spending significantly more time in the classroom.</p> <p>Staff skills in understanding children's sensory needs are significantly improved. Children have access to sensory equipment in the classroom.</p>
	<p>Employment of Teaching Assistant Level Two who will deliver:</p> <p>a) Small group intervention to support development of social communication skills or sensory needs;</p> <p>b) 1:1 intervention to support development of social communication skills or sensory needs;</p>	<p>Pupils will:</p> <p>a) Have their sensory needs met within the school environment</p> <p>b) (if able or old enough) Be able to communicate to adults what the barriers to learning are;</p> <p>c) Be able to access learning in the classroom;</p> <p>d) Develop strategies that support them in increasing their tolerance of specific sensory issues they are affected by.</p>	<p>The Teaching assistants carrying out the interventions will:</p> <p>a) Work with class teachers to identify those children whom require additional support;</p> <p>b) Produce a weekly timetable identifying when small groups / 1:1 intervention will be carried out throughout each school week;</p> <p>c) Liaise with SLT regarding the needs of the children and the amount of support required;</p> <p>d) Liaise with Shine Therapy Services to establish how best to meet the children's needs and put in place the correct provision.</p>	<p>This work is being covered by the TA2 x2 who are working on the THRIVE programme – see above.</p>
	<p>SCERTS</p> <p>During the next academic year, the school will introduce the SCERTS approach to</p>	<p>Staff will:</p>	<p>The Senior Leadership Team will:</p>	<p>Now have two classes following the SCERTS programme and elements being incorporated into practice across the school.</p>

	<p>supporting and working with children with ASC.</p> <p>(Social Communication, Emotional Regulation and Transactional Support)</p>	<p>a) Develop their skills and knowledge in working with complex children on the autistic spectrum</p> <p>b) Develop a range of skills to support pupils with a wide range of needs that interfere with learning and their development of relationships.</p> <p>Pupils will:</p> <p>c) become competent and confident social communicators,</p> <p>d) be able to make their needs known to the adults they work with and in turn be able to access learning</p> <p>e) make progress in all areas of the national curriculum</p>	<p>a) Work with other special school on the Wirral to arrange training by Emily Rubin.</p> <p>b) Ensure all classroom based staff receive training in the SCERTS programme</p> <p>c) Lead the introduction of the SCERTS programme across the whole school</p>	<p>The school is able to support children with complex learning difficulties and the school environment has been adapted to meet their needs.</p>
<p>Poor Expressive and Comprehension language skills which prevent children from engaging in meaningful communicating with both their peers and adults.</p>	<p>Employment of Shine Therapy Services to:</p> <p>a) Supplement the NHS SALT Service the school receives;</p> <p>b) Carry out assessments of individual pupil's SALT needs;</p> <p>c) Provide and guidance to school staff for how best to support the development of speaking and listening skills;</p> <p>d) Deliver small group or 1:1 intervention work to support the acquisition and development of our pupils speaking and Listening skills.</p>	<p>Pupils will:</p> <p>a) Develop their speaking and listening skills;</p> <p>b) Be able to access learning in the class;</p> <p>c) Communicate their needs more effectively to both peers and adults;</p> <p>d) Develop their social and communication skills;</p> <p>e) Make progress in all the speaking and listening elements of English</p>	<p>Subject Leader for Speaking and Listening will;</p> <p>c) Work with class teachers to identify those pupils who are in most urgent need of SALT Support</p> <p>d) Work with Shine therapy Services to develop a programme which will support us in identify how best to support our pupils and put in place plans</p> <p>e) Work with TAs to establish timetables and systems for working which will support the development of speaking and listening skills</p>	<p>Significant amount of the additional support is being put into sensory support, see earlier comments</p>
	<p>Employment of Higher Level Teaching Assistant who will be responsible for the delivery of:</p> <p>a) 1:1 intervention to support the acquisition of language skills</p>	<p>Pupils will:</p> <p>a) Develop their speaking and listening skills;</p> <p>b) Be able to access learning in the class;</p> <p>c) Communicate their needs more effectively to both peers and adults;</p> <p>d) Develop their social and communication skills;</p> <p>e) Make progress in all the speaking and listening elements of English</p>	<p>The HLTA will:</p> <p>a) Liaise with the subject leader to establish which children require support;</p> <p>b) Liaise with Shine Therapy Services to identify how best to support children;</p> <p>c) Liaise with class teacher to decide how best to meet individual children's needs;</p> <p>d) Establish timetables for working with children.</p>	<p>See comments regarding the use of the HTLA above</p>
<p>Parental engagement with school - especially regarding attendance, which in turn impacts of pupil's academic progress.</p>	<p>Employment of Attendance Officer who will:</p> <p>a) Monitor pupil attendance on a daily basis;</p>	<p>Pupils will:</p> <p>a) Attend school on a daily basis;</p> <p>b) Make progress in the English, Maths and PHSE elements of the national curriculum</p>	<p>School Attendance Office will:</p> <p>a) Organise and run attendance panel meetings with support of the schools Education Welfare Officer</p> <p>b) Organise and support in the delivery of a range of workshops designed to</p>	<p>Attendance throughout the school has improved year on year since 2016. See a separate report to governors for Summer One (2019) which highlights the impact of this area.</p> <p>Attendance 2016 – 92.06%</p> <p>Attendance 2019 – 94.59%</p>

	b) Act as a liaison point for parents regarding their children's attendance at Hayfield School;		develop parent engagement with the school (i.e. Christmas Crafts Club).  The HLTA will: a) Work closely with the English and Maths subject leaders to develop parent workshops for Phonics, reading and maths	
Access to extra-curricular activities - educational and enrichment experiences, which in turn develop and improve our pupils' social communication skills, willingness and readiness to learn.	To provide a range of enrichment activities that will develop and improve our pupils' social communication skills, willingness and readiness to learn	Pupils will: 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 c) Have increased opportunities to participate in non PE enrichment activities. Eg, Art/cultural based activities. d) Develop their social skills, independence, perseverance and teamwork through participation in a wide range of activities throughout the school year	The School Leadership Team will: a) Provide pupils with a wide range of activities (both PE and non PE) which will provide them with a varied and enriching curriculum; b) Measure the impact of all enrichment activities to ensure that they impact positively on pupil progress;	During the school year the school has been able to run two residential visits, one to The Conway Centre, Anglesey and a second to Barnstonedale, Wirral.  In total, over 40 children were able to attend a residential trip.

<b>How will the school measure the impact of the Pupil Premium?</b>
At Hayfield, barriers to learning are identified from the EHCP or statement. Data collection and the monitoring and tracking of attainment are used to inform pupil progress. This enables the early identification of need, support and appropriate intervention. Pupil progress meetings take place every term. The school reviews the impact of interventions purchased. When selecting Pupil Premium interventions, all pupils across the school are considered. There are some pupils who are not eligible for Pupil Premium who will benefit from these groups if their needs are similar and we believe that progress can be made towards individual targets. Pupil Premium Funding and the impact is included as an item on the Headteacher's Report to Governors.

*Designated staff member responsible for Pupil Premium Funding: Mr Lee Comber*

*Nominated governor: Mr John Weise*