

Hayes Primary School

Pupil Premium Strategy 2020-2021



Total number of pupils on roll	637
Number of pupils in receipt of pupil premium grant	39
Number of pupils entitled to FSM	37
Number of EAL pupils	56
Number of LAC pupils in receipt of pupil premium grant	0
Number of service children in receipt of pupil premium grant	0
Number of adopted pupils in receipt of pupil premium grant	3
Total PP received	£29,590 (£9946 brought forward) = £39,536

Identified Barriers to Educational Achievement

1. Access to the curriculum – deepening and developing children’s breadth & depth of vocabulary, to enable all children to reach their personal potential
2. Access to enrichment – educational experiences such as trips, music lessons & participation in other extra-curricular activities
3. Attendance – supporting all families in enabling all children to attend school every day possible
4. Parental engagement & involvement – regular phone calls, chats and meetings with vulnerable families
5. Children with SEND related to cognition & learning - particular focusing on reading & writing development
6. Aspiration, determination & resilience – focus on building this in all children
7. Behaviour – building resilience of children with specific social, behavioural & emotional needs

Rationale for Expenditure

All expenditure is based on data outcomes of progress and attainment and detailed knowledge of our families.

Our aim is for all children, regardless of their need or level of disadvantage, to make age-related expectations or better and to develop a confidence and resilience in life and learning.

Area of Spend

Area of Spend	Focus	Total Allocation
Salary contribution for Deputy Head Teacher	Quality First Teaching Raising attainment Diminishing the Difference Management of PP Grant, including monitoring of impact	£14,688.96
Salary contribution for Family Liaison Lead	Pastoral support and well-being of PP6 children Parental & family support Attendance	£2,983.20
Salary contribution for Learning Mentor	Pastoral support and well-being of PP6 children Interventions to diminish the difference	£2,052.36
Educational Visits	Engagement in school community Attainment Personal & social development	£200.00
Tutoring intervention	Attainment Personal & social development	£8,835.24
Extracurricular provision (including music, clubs)	Personal & social development	£500
TOTAL		£29,589.76

Area of Spend	Focus (SDP)	Actions	Outcomes
Salary contribution	L&M 1 L&M 2	Experienced teaching staff to ensure great T&L through QFT Coaching & mentoring of less	- Teaching across the school to be good or better - QFT will ensure the individual needs of all children will be met, ensuring they make at least good progress. See attached for progress

Deputy Head Teacher	L&M 3	experienced staff	information.
	L&M 4	Teaching of targeted children	- % of PP children attaining in each year group achieving combined in RWM will be in line with all other pupils.
	QoE 1	Coordinating PP provision across the school	
	QoE 2	Attend PPR meetings to ensure correct strategies are in place to support all children's progress	- Pupil progress is at least good in classes taught by NQTs. Additional support in place for some NQTs during Summer term – including additional planning & team teaching support
		Liaise with all involved professionals – TAs, teachers, Learning Mentor, Family Liaison etc.	- Family workshops for areas across school life are held and vulnerable families attend Registers show some vulnerable families are attending. Specific invitations will be issued as a matter of course, going forwards
		Accountability to governors / directors, keeping them informed of actions and achievements of PP children and feeding back on spending impact.	- Outstanding teaching across the school will increase
		Monitoring impact of PP strategies and interventions and amending as appropriate	
		Building trusting and meaningful relationships with target families	
Salary contribution	B&A 1	Liaising with all parties (pupils, families, teachers, sibling's schools, outside agencies) to ensure families are well supported in and out of	- Vulnerable families with poor attendance will have a CAF put in place to support
Family Liaison Lead	B&A 4		- Personalised support for all children whose

		school	<p>attendance dips below 92%</p> <ul style="list-style-type: none"> - Regular communication with vulnerable families to celebrate learning & all positive news (phone calls, face to face, postcards etc.) - All teachers will receive high-quality training on vulnerable and disadvantaged children Successful training led by Marc Rowland – a respected authority on improving outcomes for disadvantaged children - Clear systems for recording SEMH intervention at all levels, will be established
Salary contribution Learning Mentor	B&A 1 B&A 4	<p>To work 1:1 with children and families identified as benefitting from focused support</p> <ul style="list-style-type: none"> -emotional resilience -reading -friendship groups - self-esteem groups - 1:1 check-ins 	<ul style="list-style-type: none"> - Targeted have increased attainment / emotional resilience & social and emotional well-being will improve Support is underway. Success will be measured by baseline and end of support questionnaires aimed, aimed at relevant age group - A nurture hub will be developed and resourced, as an area to support all pupils with SEMH
Educational Visits	B&A 5	<p>Develop confidence and resilience through educational & residential visits</p> <p>To ensure all children experience a wealth of real-life experiences, bringing the school curriculum to life</p>	<ul style="list-style-type: none"> - Real-life experiences will engage children to write and improve writing outcomes (day trips and residential)

Tutoring/intervention	QoE 3	To develop maths skills, ensuring pupils reach their full potential	<ul style="list-style-type: none"> - PP6 children in Y5 and 6 to at least reach their end of KS2 target in maths (possible for 3 children out of 5 to exceed this).
Extracurricular provision (including music and sports/other clubs)	B&A 5	To enable all children to have the opportunity to engage in a range of extra-curricular activities, to support their individual talents and interests	<ul style="list-style-type: none"> - Vulnerable children engaged in extra-curricular enrichment will have improved attendance