# The Hayesbrook School
# A Brook Learning Trust Academy
# Pupil Premium Report 2017-2018

**Introduction**

At Brook Learning Trust we bring together our unique academies in our belief in the power of education to change lives and communities. It is our steadfast purpose to challenge and defy the barriers that constrain the educational progress of any child. We set high aims for aspiration and secure collective responsibility for all our children's achievements. Our work is underpinned by the values of Integrity, Respect, Courage, Optimism, Excellence and Accountability.

At The Hayesbrook School we share the vision that students' progress and attainment should be determined by hard work, ability and merit and not by parental wealth or family background. We are committed to closing the gap in attainment that exist between Pupil Premium and non-Pupil Premium students.

In the academic year 2017/18 The Hayesbrook School estimates it will receive £137,000 in funding for Pupil Premium. Below is a summary of how this money was spent and the impact it had on our students.

| Strand | Objective | Actions | Investment | Impact measure | Impact 2017 | | Impact 2018 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | | | | PP students | Non-PP students | PP students | Non-PP students |
| Attendance | Increase attendance among PP students and reduce the number of persistent absences | Attendance officer and SLT lead to monitor data and identify where intervention is needed.<br><br>Attendance team to make home visits to encourage and ensure high attendance.<br><br>Improve engagement through more tailored curriculum.<br><br>Collaboration with KCC team to establish high expectations of attendance.<br><br>Ensure that consistently good and improved attendance is recognised through the praise and reward system. | Attendance team: £24k<br><br>Tailored curriculum: £12k<br><br>Reward system: £1k | % attendance<br><br>% of persistent absences | 90.5% | 96.1% | 90.6%<br><br>28.8% % of attendance under 90 | 95.3%<br><br>10% |

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| | | One to one attendance meetings with all students who are PA or at risk of becoming PA.  Ensures support is triggered ta 92% (as opposed to 90%) | | | | | | | |
| Attainment | Improve levels of attainment for PP students in KS4, reducing the gap in attainment between PP and non-PP students | Analysis of progress data to identify students off track in 2 or more subjects in autumn 1 data collection.  One to one meetings with year 11 students causing concern and their families with senor staff.  4 data collections per year identifying off track students  Saturday morning intervention sessions in English and maths.  Holiday revision sessions in all KS4 examination subjects.  Whole staff inset twilight sessions identifying classroom intervention strategies based on each data collection.  Additional mock examinations in subjects where students showed lack of familiarity and confidence.  Additional Literacy/English lesson for Year 7 students with low prior attainment | Data collection and analysis: £2k  Family meetings: £1k  Out of hours teaching £3.5k  Inset: £6.5k  Additional exams £4k | Attainment 8 measure.  % E&M 4+ | A8 was 3.4  %EM 4+ 41% | A8 was 4.6  %EM 4+ 72% | 50 | 75 |
| 75 | | | | | | | | | |

| Progress | Ensure all students in KS3 have a reading age at or above their chronological age | Analysis of progress data to identify students off track in 2 or more subjects in autumn 1 data collection.<br><br>Test reading age of each student in years 7-11.<br><br>Reading intervention for all students with a reading age 18 months plus below chronological age.<br><br>Staff training time to implement 'reading reconsidered' programme<br><br>Off site transition residential trip to focus on preparation for KS4<br><br>Year 9 term 4 interviews with students and families as part of booster package. | Data collection and analysis: £2k<br><br>Testing: £0.6k<br><br>Interventions: £55k<br><br>Inset: £6.5k<br>Programme QA: £2k<br><br>Family interviews: £2k | % of students who's RA has improved by 12months+ in 3 terms. | 48% | 41% | Total 65%<br><br>Yr 7 = 85%<br><br>Yr 8 – 80%<br><br>Yr 9- 60% | Total 58%<br><br>Yr 7 – 48%<br><br>Yr 8 – 58%<br><br>Yr 9 60% |
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| Progress | Increase and sustain rate of progress in KS3 English, maths and science | Analysis of progress data to identify students off track in 2 or more subjects in autumn 1 data collection.<br><br>PP Saturday morning intervention sessions in English and maths<br><br>Midyis testing for all ks3 students in order to align best support and teaching strategies.<br><br>Staff training and department time to bring about aspirational shift for target setting and supporting students to achieve.<br><br>Class level intervention planning sessions after each data collection. | Data collection and analysis: £2k<br><br>Out of hours teaching £0.5k<br><br>Testing: £2k<br><br>Inset: £6.5k<br><br>Department time £7k | % students on track to make expected progress (or more) in English and maths | Year 9<br>E = 45%<br>M = 58%<br><br>Year 8<br>E = 65%<br>M = 81%<br><br>Year 7<br>E = 100%<br>M = 95% | Year 9<br>E = 58%<br>M = 88%<br><br>Year 8<br>E = 77%<br>M = 96%<br><br>Year 7<br>E = 93%<br>M = 95% | Yr 9<br>E= 68%<br><br>M =46%<br><br>Year 8<br>E=90%<br>M=90%<br><br>Year 7<br>E= 90<br>M= 86 | Yr 9<br>E= 67%<br><br>M= 54%<br><br>Year 8<br>E = 90<br>M=85<br><br>Year 7<br>E +88<br>M = 91 |

| Culture, ethos and engagement | Improve engagement among difficult to reach students | Support for students to attend curriculum related trips and visits | Resourcing support for PP students: £6k | Incidents of exclusion. | 26 | 65 | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | Accessing correct uniform in order to meet expectations | | Achievement points awarded | | | | |
| | | Family learning schedule after the school day to improve engagement. | | | | | | |
| | | Accessing revision material in the core subjects. | | | | | | |
| | | Resources and materials for technology lessons. | | | | | | |
| | | Weekly Resources for enrichment programme (weekly). | | | | | | |
| | | Breakfasts before every exam, and daily pre school breakfast just for identified students. | Breakfast: £2k | | | | | |

**REPORT REVIEW AND RATIFICATION**

Rewritten annually (accessibility plan reviewed every three years) and ratified by the academy council in December

This review by SLT                December 2017 – new report

Ratified by the academy council    December 2017

Next review                    December 2018