



The Hayesbrook School

A Brook Learning Trust Academy

Pupil Premium Report 2018/19



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 2018/19 The Hayesbrook School estimates it will receive £122,047 in funding for Pupil Premium, of which £8,912 is the Year 7 Catch-up premium. Below is a summary of how this money will be spent and the intended impact on our students:

1. Create a culture of shared accountability for closing the gap by raising awareness of disadvantage and improving quality first teaching to address individuals’ barriers to success
2. Ensure that interventions are bespoke and impactful through tracking, review and evaluation
3. Increase attendance among PP students and reduce the number of persistent absentees
4. Improve engagement among difficult to reach PP students and further reduce fixed term exclusions
5. Improve engagement of families of disadvantaged students.
6. Improve levels of attainment and progress for PP students

Objective	Action	Impact Measure	Cost	Impact July '19
1. Create a culture of shared accountability for closing the gap by raising awareness of disadvantage and improving quality first teaching to address individuals’	1.1 PP student focus each week sharing individual’s strategies for use in the classroom.	100% of staff have clearly identified PP students on seating plans	£160	<i>PP student focus each week in the bulletin detailing particular students with focus strategies to support. Learning walk feedback shows greater use of personalised strategies in lessons.</i>
	1.2 Staff to identify PP students on seating plans and adhere to the PP charter every lesson		£198	
	1.3 Weekly literacy focus across the curriculum in order to improve the literacy of disadvantaged learners.	100% of staff consistently adhering to the PP charter		

<p>barriers to success</p>	<p>1.4 Coaching of staff by newly appointed AP T&L and Teacher Development Lead and implementation of routines for learning in order to improve quality of lessons and students' learner habits.</p> <p>1.5 Termly CPD time focussed on sharing best practice for our PP cohort and evaluating strategy impact.</p> <p>1.6 Termly PP voicing and QA of students' work for impact of PP charter.</p>	<p>100% of staff demonstrate rigorous application of the literacy marking strategy</p> <p>Positive response from PP students as to the impact of new routines on their learning.</p> <p>Improvement in the typicality of teaching across the school</p> <p>100% of students feel that they are questioned, checked in on and recognised for their achievements.</p>	<p>£19,000</p> <p>£4,080</p> <p>£1,200</p> <p>£3,223</p>	<p><i>Using the Edukey software pupil passports written for pupil premium students detailing QFT strategies</i></p> <p><i>Inset delivered on common barriers to learning and how to overcome using QFT strategies. Monitoring processes show more common and effective use of differentiated approaches.</i></p>
<p>2. Ensure that interventions are bespoke and impactful through tracking, review and evaluation</p>	<p>2.1 Meetings to take place with every PP student in order to understand all students' 'fine' barriers.</p> <p>2.2 Introduction of Pupil Passports (based on holistic understanding of</p>		<p>£1,000</p>	<p><i>HOY, Student managers, CL and SENCO met with PP and SEND students to complete a pupil passport. 107 passports in place.</i></p>

	<p>each child) for all PP students with a SEND need with clearly identified strategies to be used in the classroom.</p> <p>2.3 Create a PP tracker to record termly academic and pastoral data in order to track progress of PP students.</p> <p>2.4 Bespoke interventions in place depending on need (including outside agencies and school councillor, trips etc.)</p> <p>2.5 Termly review using Edukey, so that interventions can be evaluated and where necessary revised.</p>	<p>100% of PP students with a relevant intervention in place.</p>	<p>£55</p> <p>£5,149 £11,000</p> <p>£150</p>	<p><i>Learning walks conducted to ensure that strategies detailed on the passport were being adhered to. Key students interviewed to ascertain typical lesson experience.</i></p> <p><i>Book looks focusing on PP and SEND students.</i></p>
<p>3. Increase attendance among PP students and reduce the</p>	<p>3.1 Attendance to be monitored with AO, daily, and ensure that reason for absence is understood and that any necessary action is in place, whether phone call home,</p>		<p>£2,375 £2,850</p>	<p>Attendance for 2018/19</p> <p><u>Statutory</u></p> <p>Overall 91.6%</p> <p>PP 88.2%</p> <p>Non PP 92.9%</p>

<p>number of persistent absentees</p>	<p>meeting, referral to educational to EWO.</p> <p>3.2 AO to call home for PP students after first day of absence</p> <p>3.3 HOY, Year Managers and AO PA PP students at the start of terms 1, 3 and 5 in order to review attendance and implement attendance contracts where necessary.</p> <p>3.4 Attendance officer to launch support programme during tutor time for PP students with attendance below 90%.</p> <p>3.5 AO to identify students at risk of becoming PA for targeted support and intervention.</p> <p>3.6 AO to ensure swift action when attendance fails to improve or when a pattern of poor attendance emerges.</p> <p>3.7 Termly recognition and celebration of those with attendance above 96%</p>		<p>£45 + £20 + £15 x 3 = £240</p>	<p><u>All Students</u> Overall 89.9% PP 87.8% Non PP 90.7%</p>
<p>4. Improve engagement among difficult to reach PP students and further reduce</p>	<p>4.1 PP students to have an identified champion in school.</p> <p>4.2 PP students to be recognised and rewarded as per the PP charter.</p> <p>4.3 All PP students to have accessed a trip.</p>	<p>PP Champion identified</p>		<p>Exclusions 2018/19 PP 39 (15 students) Non PP 27 (19 students)</p>

fixed term exclusions.	4.4 Access to pastoral support from student managers.			
5. Improve engagement of families of disadvantaged students.	<p>5.1 Include parental engagement as element of PP tracker</p> <p>5.2 Ensure that termly family learning opportunities are in place in order to engage families to engage with the academy.</p> <p>5.3 Tutor/ Student Manager to phone home for PP students at the end of each term to review progress and inform of upcoming events/calendar items.</p> <p>5.4 Ensure all PP students receive a minimum of one positive call home per term.</p> <p>5.5 Pastoral support from support managers.</p>	<p>Increase number of families engaging with family learning</p> <p>Increase % of PP students who parents attend parents' evening</p> <p>100% of PP students receiving positive call each term</p>	<p>£160</p> <p>£806</p>	<p><i>PP families targeted and in the case of Christmas Cake and cookery competitions ingredients supplied</i></p> <p><i>Protocol introduced for CL to report on positive phone calls home and visit opportunities offered</i></p>
6. Improve levels of attainment and progress for PP students.	<p>6.1 In line management review PP data and following each progress check securing next steps with teachers.</p> <p>6.2 Provide PP students SMART with PLCs for each subject following each progress check and share with parents / carers.</p> <p>6.3 Provide PP students with a termly 1:1 in subjects where they are underachieving in order to provide focussed support.</p> <p>6.4 To provide PP students with reading support when their reading</p>		<p>£453</p> <p>121 students x £40 per hour x 6 terms</p>	<p><i>PP data circulated to CL by PP champion at the end of Data drop asking for actions in response. In addition PP champion highlighting students and strategies in the weekly staff bulletin</i></p> <p><i>KS3 PP and SEND students with a reading age below chronological age supported in a small reading group. 98% students in a small group made over 24months progress.</i></p> <p><i>Whole School Reading- All students in years 7-10 to be reading x2 15mins per week</i></p>

