



The Hayesbrook School

A Brook Learning Trust Academy

Pupil Premium Strategy 2019/20



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 2019/20, The Hayesbrook School estimates it will receive £110,330 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 20
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. 1.2 Staff to identify PP students on seating plans and adhere to the PP charter every lesson	100% of staff have clearly identified PP students on seating plans 100% of staff consistently adhering to the PP charter		

<p>barriers to success</p>	<p>1.3 Weekly literacy focus across the curriculum in order to improve the literacy of disadvantaged learners.</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>1.7 Pupil Passports to be reviewed in Friday Teaching Forum each term – identifying strategies that are having a high impact and where more significant gains are needed</p> <p>1.8 Pupil Passport and learning profiles of pupils used to identify students to be placed in social and communication groups with the aim of improving their confidence in asking for help, preventing them from falling behind academically and focus on the wellbeing and socialization skills with peers</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>		
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<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 for new students (based on holistic understanding of 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>3 Reduce the percentage of students who are persistently absent and improve the attendance of disadvantaged students (SR)</p> <p>KPI for 2020 for all = 96%</p> <p>KPI for 2020 for PP = 93%</p>	<p>1.1 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, meeting, referral to educational to EWO.</p> <p>1.2 AO to call home for PP students after first day of absence</p>	<p>KPI 93%</p>		

	<p>1.3 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>1.4 Attendance officer to work with HOY and student support managers targeting PP students with below 90% attendance - this could include parental meetings, ISP and or a home visit.</p> <p>1.5 AO to identify students at risk of becoming PA for targeted support and intervention.</p> <p>1.6 AO to ensure swift action when attendance fails to improve or when a pattern of poor attendance emerges.</p> <p>1.7 Termly recognition and celebration of those with attendance above 96%.</p> <p>1.8 SENCO to lead review of PP “school experience” to improve PP attendance in all year groups and linked to pupil passport.</p> <p>1.9 Ensure all students at risk of exclusion are supported by effective ISP – identifying ways to reduce conduct points, improve attendance % and relevant KPI.</p>			
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<p>2. Improve engagement among difficult to reach PP students and further reduce fixed term exclusions.</p>	<p>2.1 PP students to have an identified champion in school.</p> <p>2.2 PP students to be recognised and rewarded as per the PP charter.</p> <p>2.3 All PP students to have accessed a trip.</p> <p>2.4 Access to pastoral support from student managers.</p> <p>2.5 Increase family and key stakeholder engagement with creation of ISP/ PSP (pupil support plans) for students at risk of exclusion or school refusal – identified from weekly headline tracking sheet and list updated in fourth week of each term.</p>	<p>PP Champion identified</p>		
<p>3. Improve engagement of families of disadvantaged students.</p>	<p>3.1 Include parental engagement as element of PP tracker.</p> <p>3.2 Ensure that termly family learning opportunities are in place in order to engage families to engage with the academy.</p> <p>3.3 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>3.4 Ensure all PP students receive a minimum of one positive call home per term.</p> <p>3.5 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>4. Improve levels of attainment and progress for PP students.</p>	<p>4.1 In line management review PP data and following each progress check securing next steps with teachers.</p> <p>4.2 Provide PP students with a termly 1:1 in subjects where they are underachieving in order to provide focussed support.</p> <p>4.3 To provide PP students with reading support when their reading age is lower than their chronological age.</p> <p>4.4 To provide students with after school homework support and access to computers.</p> <p>4.5 To establish a schedule for Year 11 afterschool revision and exam support. PP students to be directed to these sessions.</p> <p>4.6 To interview all PP students in year 11 to discuss next steps and to assist with applications to onward route.</p> <p>4.7 To increase the number of PP students enrolling in the Hayesbrook sixth form.</p> <p>4.8 Use Software reading programmes, Lexia, Bedrock to improve the literacy and therefore accessibility to the learning.</p>			
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All PP students will:

- Have a 1-1 interview with either PP lead, Year Manager, Head of Year, or SLT
- All PP students to have received a reward postcard / praise phone call home per term
- Access a trip
- PP families to have engaged in a parents evening and/or had a progress meeting

REVIEW AND RATIFICATION

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

This review by SLT December 2019

Ratified by the Academy Council December 2019

Next review December 2020