

INSERT ACADEMY
LOGO HERE



The Hayesbrook School

Pupil Premium Plan Review 2019/20

Date: September 2020

Author: G Ansell

Pupil Premium Plan Review 2019-20

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 2019/20 academic year, The Hayesbrook School received £119,242 in funding for Pupil Premium, of which £8,912 was the Year 7 Catch-up premium. Below is a summary of how this money was spent and the impact it had on our students.

The barriers to success for our pupil premium students had been identified as being:

- Attendance
- Attainment
- Progress
- Culture, ethos and engagement

The table below identified the actions undertaken last year to reduce the impact of the identified barriers and the impact this work had.

Strand	Objective	Actions	Investment		Base position 2019		Impact 2020			
					PP students	Non-PP students	PP students & Non PP			Non-PP students
Attendance	Increase attendance among PP students and reduce the number of persistent absences	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.	£7790	% attendance	All 87.9% Statutory 87.8%	All 92.4% Statutory 93.7%	Statutory	March 2020	July 2020	
							Overall	93.1%	92.2%	
							PP	88.7%	87.8%	
							Non PP	94.6%	93.7%	
							All students	March 2020	July 2020	
							Overall	92.3%	91.4%	
							PP	88.8%	87.9%	
							Non PP	93.3%	92.4%	

		<p>1.2 AO to call home for PP students after first day of absence</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. 1.7 Termly recognition and</p>						
--	--	---	--	--	--	--	--	--

		<p>celebration of those with attendance above 96%.</p> <p>1</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 KP</p>					<p>PSP training was organised by PP lead who called on the expertise of the local STLS team. In addition personalised support from the STLS behaviour specialist was deployed to support particular student at risk.</p>	
Attainment	<p>Improve levels of attainment for PP students in KS4, reducing the gap in attainment between PP and non-PP students</p>	<p>1.1 In line management review PP data and following each progress check securing next steps with teachers.</p> <p>1.2 Provide PP students with a termly 1:1 in subjects where they are underachieving in order to provide focussed support.</p> <p>1.3 To provide PP students with reading support when their reading age is</p>	<p>£2945</p>	<p>% of 5A*-C (+EM) or equivalent grades</p>	<p>36.36%</p>	<p>53.95%</p>	<p>In most measurements the overall performance of PP students improved in 2019-20 in comparison to 2018-19. For example in both 4+ and 5+ measures by up to 20%.</p> <p>This improvement in PP can also be seen at a department level. For example English Language PP performance was 40.9% at grade 5 and above in 2020, in comparison to 6.5% in 2019. This type of rise was not unusual.</p> <p>The PP gap has narrowed in 2020 compared to 2019 but still requires further closing. The average grade for PP in 2019 was 3, whereas in 2020 it was 3.8. This is compared to a non PP average grade of 4 in 2019 versus 4.6 in 2020. Against target residual this is an</p>	

		<p>lower than their chronological age.</p> <p>1.4 To provide students with after school homework support and access to computers.</p> <p>1.5 To establish a schedule for Year 11 afterschool revision and exam support. PP students to be directed to these sessions.</p> <p>1.6 To interview all PP students in year 11 to discuss next steps and to assist with applications to onward route</p> <p>1.7 To increase the number of PP students enrolling in the Hayesbrook sixth form</p> <p>Use Software reading programmes, Lexia,</p>					<p>improvement from -3.8 in 2019 to -2.4 in 2020.</p> <p>Further analysis from the SENCO has highlighted the poor attendance of the 2020 PP cohort and feeds in to one of our areas of improvement for 2020-21.</p> <p>Some subjects bucking the trend with PP performance is Art – no difference between PP and non PP. BTEC Business – performance of PP above non PP. History – negligible difference in performance of PP and non PP. BTEC Sport – PP and non PP both with positive residual.</p> <p>KS5 PP was a grade lower than non pp (C+Vs D+). Grade D+ was the same as 2019 but calue added was improved from -0.12 to 0.05 In Tech levels no gap between PP and non PP</p>	
--	--	---	--	--	--	--	--	--

		Bedrock to improve the literacy and therefore accessibility to the learning					
Progress	Ensure all students in KS3 have a reading age at or above their chronological age			% of students below chronological reading age			<p>Due to Covid this was unable to be measured in the usual way, ie whole school testing July –</p> <p>Yr 7 Reading – Sept 2019</p> <p>37% below chronological age</p> <p>28% of yr 7 cohort below 10 years</p> <p>13% of yr 7 cohort below 8 years</p> <p>All students received intensive reading intervention, using, lexia, phonics 1-1 support and small comprehension group work.</p> <p>As a result of this work all students below 10year improved by at least 18months</p> <p>And 60 % of those with a reading age of above 10 but below their age improved by at least 6months</p>

	Increase and sustain rate of progress in KS3 English, maths and science			% students making ELOP in English, maths and science	Not comparable as LOP was not measured in the same way				
							Yr 7	PP	Non pp
							Yr 7 English		
							Mastery	19	20
							Secure	33	16
							Developing	43	8
							Emerging	5	2
							Yr 7 Maths		
							Mastery	14	29
							Secure	43	51
							Developing	29	14
							Emerging	14	2
							Yr 7 Science		
							Mastery	5	16
							Secure	43	65
							Developing	43	16
							Emerging	10	2
							Yr 8	PP	Non PP
							English		
							Mastering	4	15
							Secure	9	30
							Developing	70	51
							Emerging	0	2
							No data	17	1
							Yr 8 Maths		
							Mastering	0	11
							Secure	0	24
							Developing	44	40
							Emerging	48	21
							Yr 8 Science		

							<table border="1"> <tr> <td>Mastering</td> <td>4</td> <td>19</td> </tr> <tr> <td>Secure</td> <td>17</td> <td>38</td> </tr> <tr> <td>Developing</td> <td>57</td> <td>38</td> </tr> <tr> <td>Emerging</td> <td>13</td> <td>4</td> </tr> <tr> <td>Year 9</td> <td>PP</td> <td>Non PP</td> </tr> <tr> <td>Yr English</td> <td></td> <td></td> </tr> <tr> <td>Mastering</td> <td>5</td> <td>29</td> </tr> <tr> <td>Secure</td> <td>38</td> <td>45</td> </tr> <tr> <td>Developing</td> <td>52</td> <td>15</td> </tr> <tr> <td>Emerging</td> <td>5</td> <td>4</td> </tr> <tr> <td>Yr 9 Maths</td> <td></td> <td></td> </tr> <tr> <td>Mastering</td> <td>10</td> <td>28</td> </tr> <tr> <td>Secure</td> <td>5</td> <td>19</td> </tr> <tr> <td>Developing</td> <td>29</td> <td>25</td> </tr> <tr> <td>Emerging</td> <td>52</td> <td>21</td> </tr> <tr> <td>Yr 9 Science</td> <td></td> <td></td> </tr> <tr> <td>Mastering</td> <td>0</td> <td>9</td> </tr> <tr> <td>Secure</td> <td>10</td> <td>31</td> </tr> <tr> <td>Developing</td> <td>48</td> <td>45</td> </tr> <tr> <td>Emerging</td> <td>38</td> <td>9</td> </tr> </table> <p>Figures are %. Data taken from Feb 2020. No term 6 data available as no assessment in lockdown as per government guidelines.</p>	Mastering	4	19	Secure	17	38	Developing	57	38	Emerging	13	4	Year 9	PP	Non PP	Yr English			Mastering	5	29	Secure	38	45	Developing	52	15	Emerging	5	4	Yr 9 Maths			Mastering	10	28	Secure	5	19	Developing	29	25	Emerging	52	21	Yr 9 Science			Mastering	0	9	Secure	10	31	Developing	48	45	Emerging	38	9
Mastering	4	19																																																																	
Secure	17	38																																																																	
Developing	57	38																																																																	
Emerging	13	4																																																																	
Year 9	PP	Non PP																																																																	
Yr English																																																																			
Mastering	5	29																																																																	
Secure	38	45																																																																	
Developing	52	15																																																																	
Emerging	5	4																																																																	
Yr 9 Maths																																																																			
Mastering	10	28																																																																	
Secure	5	19																																																																	
Developing	29	25																																																																	
Emerging	52	21																																																																	
Yr 9 Science																																																																			
Mastering	0	9																																																																	
Secure	10	31																																																																	
Developing	48	45																																																																	
Emerging	38	9																																																																	
Culture, ethos and engagement	Improve engagement among difficult to reach students	1.1 Include parental engagement as element of PP tracker 1.2 Ensure that termly family learning opportunities		Increase number of families engaging with family learning	Commentary against impact measure: Lockdown All students including PP called every two weeks by a member of staff. Key PP students were allocated to a LM who called to support with the set work over the phone. A few PP students had bespoke work set on a weekly basis and in the case one student, the work was hand delivered each week to incorporate safeguarding concerns.																																																														

	<p>Improve the engagement of families of disadvantaged students</p>	<p>are in place in order to engage families to engage with the academy.</p> <p>1.3 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>1.4 Ensure all PP students receive a minimum of one positive call home per term.</p> <p>1.5 Pastoral support from support managers.</p> <p>In line management review PP data and following each progress check securing next steps with teachers.</p> <p>Provide PP students with a</p>	<p>£5500</p>	<p>Increase % of PP students who parents attend parents' evening</p> <p>100% of PP students receiving positive call each term</p>	<p>Another family was visited x2 again as a result of not being able to contact.</p> <p>All PP students where surveyed to ensure they had access to the work set and any that did not where offered a laptop of desktop computer. These where delivered.</p> <p>PP students identified at being at risk had a risk assessment that was reviewed every two weeks by a member of SLT.</p> <p>Pre Lockdown – Sept 19 – March 2020</p> <p>A PP database was established that tracked PP students for inclusion in</p> <ul style="list-style-type: none"> • Trips/ visits • School council / volunteering • Positive phone calls home/ postcards home <p>PP lead used the database and the data to focus in on particular students and highlighted these to staff through the bulletin and / or briefings. This meant that PP representation was in line with PP whole school % in relation to non PP.</p> <p>Following the staff data review meetings GA would ask CL to report on their actions for the PP students not making progress in line with peers. This resulted in bespoke interventions and support. In addition no PP child was without appropriate revision resources that non PP student will have had to pay for.</p>
--	---	---	--------------	---	--

		<p>termly 1:1 in subjects where they are underachieving in order to provide focussed support.</p> <p>To provide PP students with reading support when their reading age is lower than their chronological age.</p> <p>To provide students with after school homework support and access to computers.</p> <p>To establish a schedule for Year 11 afterschool revision and exam support. PP students to be directed to these sessions.</p> <p>1.8 To interview all PP students in year 11 to</p>			<p>At the start of the year 16 yr11 students were identified as having a reading age 2years or more below their chronological age so the following interventions started term 2:</p> <ul style="list-style-type: none"> • 1x skill lesson after school week with an English specialist that covered, Vocab, comprehension and inference skills. • Names shared with all CL so they could ensure same students were implicitly targeted when teaching exam skills and question interpretation. • Additional small group sessions were facilitated by a Learning Mentor (Literacy Specialist) • Saturday school from term 3, with the explicit target of moving them from a grade 2 PPE average to a grade 4. 62.5% of the 16 were awarded a CEG of a 4 in August. <p>All PP students were interviewed as part of the post 16 process. Where students who were at risk of being a NEET were identified an interview with Runway was arranged.</p>
--	--	---	--	--	--

		<p>discuss next steps and to assist with applications to onward route</p> <p>1.9 To increase the number of PP students enrolling in the Hayesbrook sixth form</p> <p>Use Software reading programmes, Lexia, Bedrock to improve the literacy and therefore accessibility to the learning</p>			<p>8 PP students have enrolled in the sixth form a increase from last year, when we had 6.</p>
--	--	--	--	--	--