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The Hayesbrook School

# Pupil Premium Plan 2020/21

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Pupil Premium Plan 2020-21

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 2020-21 The Hayesbrook School estimates it will receive £91,202.5 in funding for Pupil Premium, of which £32, 271 is the Covid Catch-up and tuition premium. Below is a summary of how this money will be spent and the impact it has on our students.

The identified barriers to success for our pupil-premium students are:

- Attendance
- Attainment
- Progress
- Culture, Ethos and Engagement

The table below identifies the plan for addressing these barriers in the academic year ahead.

Strand	Objective	Actions	Investment	Impact measure	Base position 2020			Minimum Target for 2021		
					PP students		Non PP	PP students	Non-PP students	
<b>Attendance</b>	Increase attendance among PP students and reduce the number of persistent absences	Data produced weekly and shared at weekly attendance SLT briefing. Plans put in place and actions reviewed. Attendance officer to act as a mentor to students with PA. Disadvantaged students, who were	£8,000	% attendance	Statutory	March 2020	July 2020	See table to the left	To maintain 2020 base position due to Covid	To maintain 2020 base position due to Covid
					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>previously PA, will work with the Attendance Officer who will intervene to support them to improve. Actions personalised to student, phone call home to praise / share good news. Early intervention with teachers , subjects where student struggles, providing extra support <i>Research from the DfE, into improving attendance in disadvantaged areas, shows that mentoring to be an effective intervention for improvement</i></p>		% of persistent absences	PP 37.6%	Non pp – 26.8%	To maintain last year and be In line or better than NA	To maintain last year and be In line or better than NA
<b>Attainment</b>	Improve levels of attainment for PP students in KS4, reducing the gap in attainment	ATL and achievement data triangulated with reading ages will identify students who require intervention in order to achieve best	<b>£23,750</b>	% of 5A*-C (+EM) or equivalent grades	EM 4+ 36.4% 5+ 31.8 P8 Overall -0.64	EM4+63.2% 5+42.1 P8 overall +0.42	Gap below 0.3%	

	<p>between PP and non-PP students</p>	<p>potential scores at GCSE.</p> <p>Use of Government funding to secure extra provision to catch up students. Students to be identified by Data post PPE.</p> <p>Revision guides FOC to PP students who are unable to fund</p> <p>Pupil passports detailing QFT strategies for all PP students. Pupil passports to be completed with the students by form tutors to engage better all stakeholders in the process.</p> <p>Learning mentors in Maths, English and Science to run small group interventions for PP students at risk of not making ELP.</p>							
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		<p>PP students to have priority over non pp for these groups.</p> <p>PP students at risk of being NEET to be identified term 1 and careers / post 16 advice given to increase aspiration.</p> <p>Marking and feedback PP students books to be quality assured in line with marking and feedback policy</p>			NEET - 1	NEET -5	NEET 0	NEET 0
<b>Progress</b>	Ensure all students in KS3 have a reading age at or above their chronological age	<p>Testing for years 7 - 11 term 1 Results entered to Sims so class teachers aware of who is below</p> <p>KS3 students at more than 2 yrs below to be in a reading intervention group for initially x1 session per week for 6 weeks and then reassessed</p>	£13,340	% of students below chronological reading age	<p>44%</p> <p>Whole school- in line or above = 73%</p>	21%	35%	15%

		<p>1x literacy lesson for KS3 extra 2020-2021 on the curriculum. Bedrock reading and spelling programme</p> <p>CPD to all staff on CLOZE strategies to be delivered term 1.</p> <p>Whole school read – reading twice per week in tutor time for all students</p>																											
	Increase and sustain rate of progress in KS3 English, maths and science	<p>ATL and low and high stakes testing.</p> <p>Using ATL, attainment, attendance and behaviour for learning the names of students identified as not making progress will be highlighted to CL and they will be asked to report on interventions they will be putting in place, these could include but are not restricted to :</p>	£31,200	% students mastery in English, Maths and Science for years 7 – 9	<table border="1"> <tr> <td>Yr 7</td> <td>PP</td> <td>Non pp</td> </tr> <tr> <td>Yr 7 English Mastery</td> <td>19</td> <td>20</td> </tr> <tr> <td>Yr 7 Maths Mastery</td> <td>14</td> <td>29</td> </tr> <tr> <td>Yr 7 Science Mastery</td> <td>5</td> <td>16</td> </tr> <tr> <td>Yr 8</td> <td>PP</td> <td>Non PP</td> </tr> <tr> <td>English Mastering</td> <td>4</td> <td>15</td> </tr> <tr> <td>Yr 8 Maths</td> <td></td> <td></td> </tr> </table>	Yr 7	PP	Non pp	Yr 7 English Mastery	19	20	Yr 7 Maths Mastery	14	29	Yr 7 Science Mastery	5	16	Yr 8	PP	Non PP	English Mastering	4	15	Yr 8 Maths			See table on the left	% target increase of 10%	% target increase of 10%
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		<ul style="list-style-type: none"> <li>Review of passport to ensure QFT strategies detailed are being adhered to.</li> <li>Learning walk and book looks</li> <li>Small group intervention</li> <li>Catch up sessions afterschool, Saturday</li> </ul> <p>CPD to be delivered on QFT strategies to include Chunking Scaffolding Modelling</p>			<table border="1"> <tr> <td>Mastering</td> <td>0</td> <td>11</td> </tr> <tr> <td><b>Yr 8 Science</b> Mastering</td> <td>4</td> <td>19</td> </tr> <tr> <td><b>Year 9</b></td> <td>PP</td> <td>Non PP</td> </tr> <tr> <td><b>Yr English</b> Mastering</td> <td>5</td> <td>29</td> </tr> <tr> <td><b>Yr 9 Maths</b> Mastering</td> <td>10</td> <td>28</td> </tr> <tr> <td><b>Yr 9 Science</b> Mastering</td> <td>0</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	0	11	<b>Yr 8 Science</b> Mastering	4	19	<b>Year 9</b>	PP	Non PP	<b>Yr English</b> Mastering	5	29	<b>Yr 9 Maths</b> Mastering	10	28	<b>Yr 9 Science</b> Mastering	0	9			
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<b>Culture, ethos and engagement</b>	Improve engagement among difficult to reach students	Current (Covid related ) economic pressures affecting a broad range of families will mean that already disadvantaged families are further disadvantaged. For instance those with low incomes currently furloughed will have had their	£14,912																							

		<p>income reduced by 20%. Any suspension of risk of eviction, mortgage repayment holidays, overdraft extensions are all due to cease. Many of the low paid sectors are likely to be the last to recover placing additional stress and strain for those employed in these areas. There is likely to be a disproportionate impact on young people.</p> <p>Hayesbrook will take advantage of any local or national grants to support our neediest students and families and alleviate some financial pressure on families which hopefully contributes towards a decrease in stress. In school support could</p>							
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		<p>include and is not restricted to counselling (Feagans) mentoring provided by Headstart.</p> <p>In addition PP funding will be used to support with uniform, school trips and uniform, revision resources. A PP database will be in place to track the interventions and ensure that PP students have a some form of praise communication per term.</p> <p>Golden tickets to be awarded to PP students as a priority</p> <p>PP students to be represented proportionally on student council, volunteering opportunities (should they take place ).</p>						
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