

# Pupil premium strategy statement

## High Hazels Academy (Junior)

This statement details our school's use of pupil funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	High Hazels Academy
Number of pupils in school	354
Proportion (%) of pupil premium eligible pupils	56%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 - 2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Marie Elliott
Pupil premium lead	Rebecca Mitchell
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Junior = £264,673
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	Junior = £264,673

# Part A: Pupil premium strategy plan

## Statement of intent

At High Hazels Academy, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas and have equal access to opportunities that enhance well-being and education. We recognise the barriers to learning some of our children have been linked to their background, yet we strongly promote a caring, enthusiastic, determined and ambitious school culture to support our pupils to be passionate, have a thirst for knowledge and a drive to learn. As such, we are determined to ensure that all our children are given every chance to realise their full potential whilst they are pupils in our school. Pupil Premium funding represents a significant proportion of our budget; this policy details how we will ensure it is spent to maximum effect. The focus of our pupil premium strategy is to consider the challenges faced by vulnerable pupils to close the gap between these pupils and their peers. We use the Education Endowment Foundation guide to pupil premium, based on high-quality teaching, targeted academic support and wider strategies to develop social and emotional skills. It should be noted that the challenges outlined below are issues faced by many more pupils in school, not just those who are eligible for pupil premium funding, and it is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers also, using the strategies put in place stated in the success criteria. We implement our strategy by ensuring that targeted support is effective, and we adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. Disadvantaged pupils are a regular key focus in leadership team discussions and in termly pupil progress meetings.

### Our aims:

- To ensure attainment and progress for disadvantaged pupils are in-line with non-pupil premium pupils in reading, writing and mathematics.
- To develop pupils' emotional awareness and regulation through Zones of Regulation learning.
- To increase the attendance of Pupil Premium pupils in line with non-pupil premium pupils.
- To reduce the barriers in communication, language and vocabulary for disadvantaged pupils to increase their ability to access the curriculum.
- To improve the curricular opportunities and character development of the children through a pupil charter
- To increase the partnerships with local community groups and organisations to support families to access a broader range of services.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Communication and language are a barrier which needs to be bridged to support pupils to increase their social and academic language to increase their attainment in reading, writing, and maths.
2	Many of our children lack emotional awareness and the ability to regulate their emotions appropriately. The number of children with attachment difficulties and sensory difficulties in school is increasing which has the potential to impact on behaviour and learning.
3	Poor attendance slows progress. Attendance rates for pupils eligible for PP are below the national expected attendance figures
4	Disadvantaged pupils' attainment is below that of their non-disadvantaged peers across all year groups and in all core subjects.
5	Pupils' cultural capital and background knowledge can be limited which impacts pupils' depth of vocabulary, schema complexity and application of learning.
6	Families access to services to support can be limited due to social isolation, geographic isolation and language barriers, which can limit their access to high quality housing, health and social care and wellbeing services.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Vocabulary teaching is fully embedded throughout the curriculum to ensure all children who do not have fluent English proficiency are supported to develop their vocabulary.	<p>Word Aware approach is used to teach vocabulary and incorporated into knowledge organisers for all children.</p> <p>For those who require it, pupils on VIP and NIP make progress from starting points.</p> <p>Pre teaching of vocabulary is embedded and SALT assistant is hired and delivers the sessions.</p> <p>Assessments and observations indicate significantly improved language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including oral language assessments, engagement in lessons, book scrutiny and ongoing formative assessment.</p>

<p>Pupils are able to articulate their feelings and have tools to support them to regulate. Pupils make and keep secure attachments with adults and children which supports their learning.</p>	<p>Pupils can articulate their tools for key feelings, using the language from Zones of Regulation.</p> <p>The number of logged disruptions to learning have decreased in every year group.</p> <p>Identified 'tier 2' and 'tier 3' pupils in line with new behaviour policy and strategies to support these pupils are in place to reduce incidents and increase emotional awareness.</p>
<p>Attendance for children eligible for Pupil Premium is improved. All pupil premium children/families who have had attendance support have improved from the previous year.</p>	<p>Attendance is at or above national average for pupil premium and non-pupil premium pupils.</p> <p>Persistent absence % had reduced to be in line with national figures.</p>
<p>There will be a year-on-year improvement of non-complex (including SEND, EAL children with an identified social and/or emotional need) disadvantaged children, particularly boys to achieve their individual target by the end of the academic year and will be fully prepared to begin the next year group at the appropriate programme of study</p>	<p>95% of non-complex disadvantaged children will achieve their end of year targets in reading, writing and maths.</p> <p>Instructional coaching for all teachers is fully embedded to improve teaching and learning.</p> <p>Pupils are identified early and necessary interventions are put into place and monitored regularly.</p> <p>KS2 reading and writing outcomes in 2025/26 show that more than 80% of disadvantaged pupils met the expected standard.</p>
<p>Pupils eligible for Pupil Premium have access to a wide range of enrichment activities throughout the year. This is closely tracked and monitored to ensure high participation levels.</p>	<p>100% of disadvantaged pupils have attended an extra-curricular activity throughout the year.</p> <p>All year 6 pupils are offered a heavily subsidized or free residential.</p> <p>Pupil Charter is developed and embedded.</p>
<p>Families will be more supported to access support based on circumstances.</p>	<p>Early identification with pastoral team and parent voice shows a positive impact.</p>

## Activity in this academic year (2024 2025)

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £102,322

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teachers provide high quality teaching consistently. Teaching and Learning handbook is developed and fully embedded to ensure a consistent, high quality in all of our teaching and interactions with pupils.</p>	<p>The Practical Guide to Quality Teaching and Learning- Marc Rowland</p> <p>EEF: Instructional coaching model Effective teaching has one the largest impacts on student outcomes—and is one of the few factors that schools can actually influence (Chetty et al., 2014; Hattie, 2003; Rivkin et al., 2005; Rockoff, 2004).</p>	1 and 4
<p>CPD is focused around key areas to support staff to effectively support the development of language and progress in the core subjects:</p> <ul style="list-style-type: none"> <li>- CPD is personalized for all teachers using the Instructional coaching cycle. Lead teachers coach a teacher 1:1. Teachers get 1:1 coaching 2-3 x per term and weekly modelling.</li> <li>- ECTs have a bespoke programme of CPD on top of their ECF and is adapted following their needs.</li> <li>- CPD for Phonics Story book phase provided to all staff to support pupils who are new to English make good progress and support pupils to read fluently for their age.</li> <li>- CPD for Fisher Family trust support programme provided to all support staff and staff providing effective English language development groups to increase pupils' attainment.</li> <li>- CPD for Clicker provided for all staff to support the provision for early writers to increase the pupils progress in writing.</li> </ul> <p>Ring fenced CPD and leadership time will be given to instructional coaching and line manager meetings to aid teacher development.</p>	<p>The Practical Guide to Quality Teaching and Learning- Marc Rowland</p> <p>Personalised CPD is supported by research developed strategies in a High Hazels Teaching and Learning Handbook. <a href="https://www.walkthrus.co.uk">https://www.walkthrus.co.uk</a></p> <p>High-quality CPD for teachers has a significant effect on pupils' learning outcomes. Increasing the availability of high-quality CPD has also been shown to improve retention problems, particularly for early-career teachers. Education Policy Institute <a href="https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/">https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</a></p>	1 and 4
<p>Partially fund the release time for key leaders to drive improvements in teaching and learning.</p> <ul style="list-style-type: none"> <li>- Phonics lead deployed weekly for team coaching/ teaching in KS2</li> <li>- T+L Lead released weekly to coach and mentor ECTs and teachers.</li> <li>- Year group leads released weekly for coaching and monitoring</li> </ul>	<p>Investing in professional development is key for any school interested in supporting disadvantaged students and working to close the gap. Professional development that moves beyond "<a href="#">tips and tricks</a>" and seeks to develop professional practice can result in teachers who know, do, and believe in <a href="#">practices that increase student learning</a> (Coe et al., 2020).</p>	1 and 4
<p>Progress in Writing: Word Aware is embedded into the classroom practices to support the development of language and vocabulary.</p> <p>Writing planning is supported by UL advisor, Jen Reynolds which upskills teachers. Particular attention is on the editing and improving stage of the writing cycle.</p> <p>Clicker training for all staff. Fund Clicker subscription to support those pupils who are significantly below ARE and disadvantaged.</p>	<p>EEF (Oral Language +6) Word Aware is a nationally recognised scheme for pre teaching vocabulary.</p> <p>Impact of Quality first teaching on increase progress and attainment.</p>	1 and 4

<p>Progress in Maths:</p> <p>Foundational skills and times tables are explicitly taught and reviewed daily as per our whole school maths framework.</p> <p>Partially fund the LBQ subscription for KS2 for all pupils.</p>	<p>EEF (Mastery Learning +5)</p> <p>Research shows children from low resource backgrounds are likely to have poor number sense which is the biggest predictor of future attainment in all subjects. Our pp strategy in maths therefore focuses on developing number sense and fluency in key facts and procedures. This is proven to reduce cognitive load, increase flexible thought, increase the ability to solve problems and contribute to progress.</p>	4
<p>Progress in Reading:</p> <p>Adapted whole school approach introduced in November 2024 with a clear and consistent framework for teaching. This includes staff CPD, class resources (including 30 new 'home reading; books per class) and timetabled time for class books being read to pupils at the end of each day.</p> <p>Fluency explicitly taught then assessed and tracked termly. Data used to identify progress of pupils and provide support where required.</p> <p>Partially fund T&amp;L director to lead Reading, providing whole school CPD, support, monitoring and data analysis.</p> <p>Partially fund RWI subscription and for development days used to support leads, provide training, monitor standards and track data.</p> <p>Partially funded for the library to enhance reading for pleasure.</p>	<p>Tim Oates CBE (Cambridge University Assessment Research &amp; Development), Making the most of Pupil Premium webinar 07/12/2023, highlighted that tracking reading speed/fluency (based on evidence from Iceland) highlights children falling behind and identifies supports required.</p> <p>"Fluent readers demonstrate automaticity in recognising words, allowing them to focus on comprehension and deeper understanding of the content." EEF  <a href="https://educationendowmentfoundation.org.uk/reading-house/fluency">https://educationendowmentfoundation.org.uk/reading-house/fluency</a></p> <p>Ensuring every child has the necessary skills they need to read is an essential component of literacy education. It enables children to not only learn across the curriculum but also to access numerous aspects of daily life, influencing the opportunities that they have available to them in the future. Professor Timothy Rasinski of Kent State University USA, in EEF blog  <a href="https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency">https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency</a></p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English.  <a href="#">Gov.uk: The Reading Framework</a></p>	4
<p>Fund an additional teacher in Year 6. Teach the Coral Hub in the mornings and support disadvantaged pupils to close the gap in the afternoons.</p> <p>Birmingham Toolkit funded for accurate, small step assessment for the bottom 20% of pupils.</p>	<p>EEF (Small group tuition +4) Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p>	1 and 4

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £42,151

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Fund a full time Speech and Language Assistant to deliver all vocabulary interventions: Pre-teach vocab, VIP and NIP. These are 1:1 or small groups that are frequently assessed</p>	<p>EEF - The studies in the Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall. Approaches that are delivered one-to-one also have larger impacts.</p> <p>Recommended in What Works intervention evaluations. Evidence on pre teaching vocabulary word aware.</p>	<p>1 and 4</p>
<p>Progress in Reading: FFT training funded for all teaching assistants. They are to deliver FFT in year 3, 4 and 5 for pupils identified.</p> <p>Tas to deliver Precision Teaching targeted to pupils with lower language acquisition</p> <p>Additional phonics sessions targeted at educationally disadvantaged pupils who require further phonics support (1:1 and group sessions) in Breakfast phonics sessions.</p> <p>Regular External Training led by experienced RWI consultant at least 3 x a year for staff across the school.</p> <p>Fund Lexia Subscription for bottom 20 % of readers to support phonic awareness and reading comprehension skills.</p>	<p>Intervention results for Fisher Family Trust for the past 3 years have had a positive impact.</p> <p>Educational psychology recommendation of precision teaching which is a 1:1</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>EEF: Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p>	<p>4</p>
<p>Progress in maths Teaching assistants are directed in the afternoons to deliver SHINE maths interventions.</p> <p>Funded Timestable training for KS2 teachers and TAs</p>	<p>EEF - Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p>	<p>4</p>
<p>Identify the skills, knowledge or experiences that a pupil will need at the start of a unit of work. Pupils complete pre-quizzes and lessons are planned in response to the gaps.</p> <p>Staff training on lesson structure (through T&amp;L handbook and instructional coaching) with recap or pre-teaching at the start of a lesson or unit.</p>	<p>Some pupils will have a very limited background knowledge on the topic, making learning considerably more difficult. A consequence of this is that those better informed pupils will dominate the discourse in the lesson. <a href="https://researchschool.org.uk/unity/news/levelling-the-playing-field">https://researchschool.org.uk/unity/news/levelling-the-playing-field</a></p> <p>Pre-teaching can boost confidence and minimise experiences of failure in lessons. Secure success, Motivated Teaching, Peps McCrea</p>	<p>4 and 5</p>

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £124,152

Activity	Evidence that supports this approach	
<p>Conscious Discipline training for all staff. AHT to be released to coach TAs weekly using conscious discipline techniques.</p> <p>Leaders and 5 teachers to attend the yearly CD conference, focusing on SEND and disadvantaged pupils.</p> <p>Partially fund Salary of VZ - Social and Emotional nurture groups for vulnerable KS2 pupils. To support them in developing 'tools' of self regulation.</p>	<p>DfE figures suggest that FSM children are more likely to be excluded due to persistent disruption. Self-regulation and Social and Emotional Learning improve pupils' decision-making skills, interaction with others and their self-management of emotions.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p> <p>Ryegate Children's Centre sensory research: Impact of pilot project at High Hazels 2018-19</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. EEF</p>	2
<p>To develop a charter of enrichment which all children will have experienced by the time they transition to their next school and to ensure enrichment is embedded into the curriculum.</p>	<p>EEF Outdoor Adventure Learning (+3 months)</p> <p>University of Cambridge research shows that trips and experiences improve children's learning experiences and have a positive impact. Participation in extracurricular activities has generally been shown to be beneficial for young people's educational outcomes (Farb &amp; Matjasko, 2012; Snellman et al., 2015). Identified as a 'practical' aspect of cultural capital (Jæger, 2011, p. 295), it is conducive to the acquisition of cognitive abilities, normative orientations, and cultural codes that are recognized and rewarded in formal education (Barone, 2006; Kaufman &amp; Gabler, 2004; Tramonte &amp; Willms, 2010).</p>	5
<p>To ensure children's wellbeing and safety by supporting families eligible for pupil premium by subsidizing uniform costs.</p>	<p>Increased feeling of inclusion.</p>	5 and 6
<p>To target specific families of vulnerable groups to improve knowledge and understanding of learning and the curriculum, so that these children can be better supported at home with their learning.</p> <p>Fund technology (Chrome books and dongles) for those in need to ensure they have full access to school learning.</p>	<p>EEF Toolkit (+4 months)</p> <p>When parents are knowledgeable about how to support their child, we have seen previous impact on that child's learning.</p>	4 and 6



Support parents with the cost of educational visits by subsidizing larger scale trips. To fund 2x residential in year 6 and to heavily subsidize another to give all pupils an opportunity to attend an overnight visit by the end of KS2.	EEF: There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes	5
To fund and provide free afterschool sports and physical activity clubs for all disadvantaged pupils.	EEF: Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.	5 and 6
To fund OPAL project to improve resourcing and play opportunities on the playground thus improving behaviour and social interaction between pupils. This will prepare pupils for learning time too.	Teaching staff often comment on how good playtimes help children to return to the classroom ready to learn, and also how issues at playtimes can spill over into the classroom, sometimes with teachers having to spend class time resolving issues (Follett, 2017; Lester et al., 2011). Pellegrini and Bohn (2005) suggest that the break offered by playtime is more than mere rest from structured learning but is necessary for children to be able to pay attention.	2, 3, 4, 5, 6
To fund Fare share and BreakfastClub for all disadvantaged pupils.	Fiscal Studies and Education Endowment Foundation: +2 months additional academic progress in 1 year in schools with breakfastprovision.	6

	A study by Policy Leeds (University of Leeds) 2020 - Childhood food poverty negatively impacts cognitive development, mental health and physical wellbeing, all of which affect educational attainment. Schools in areas of higher deprivation have lower progression to higher education and their pupils have limited future attainment.	
To fund a pastoral/attendance officer to promote strong attendance in the community and to run weekly coffee mornings and family learning sessions including toddler groups to support disadvantaged parents. To provide them with educational and social opportunities and support to access services within the community.	Early Intervention Foundation. (2017) suggests that parental confidence and involvement in education impacts pupil educational ability.  Communication between the school and parents is key to supporting Pupil Premium students in their development and attainment. (Emma Goldfinch (2023) <a href="https://www.sec-ed.co.uk/content/best-practice/supporting-pupil-premium-parents">https://www.sec-ed.co.uk/content/best-practice/supporting-pupil-premium-parents</a> )	5 and 6
To provide high-quality texts to be sent home, from school and the local library, for pupil premium pupils to have greater access to books.	EEF (+4) Increasing parental engagement and encouraging positive interaction about learning/reading have shown positive impact. This approach, coupled with the increased understanding of the curriculum aims to have a positive impact on progress.	4 and 5

**Total budgeted cost: £268,624**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 2024.

Light Touch Review – September 2024

What is working (how do we know)

- Year 6 extra teaching capacity to close the gap and for corrective teaching in maths. (72% ARE and 25% GD)
- Increased access to enrichment activities thus increasing cultural capital
- Zones of Regulation and Conscious Discipline CPD and interventions to support emotional regulation and emotional literacy.
- Personalized CPD with 1:1 instructional coaching model employed to support staff on individual targets linked to a bespoke developed High Hazels' Academy Teaching and Learning handbook.
- Interventions – VIP, LEAP, NIP, Maths SHINE, FFT, Phonics for bottom 20% readers.
- Attendance of Pupil Premium Pupils has increased to 92.29% from 90%.

What needs subtle re-direction of resources (why)

- Continue to adapt the curriculum for SEND pupils (77/197 39% of pupils are PP and SEND)
- Attendance gap between pupil premium and non-pupil premium pupils is 2%

What is not working as planned and needs fundamental review:

- Attainment gap between PP and non-PP pupils.

Thus funding is being re-directed to:

- Communication and language support to bridge the attainment gap.
- SEND support
- Attendance and community support and engaging enrichment activities to support attendance.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Focus Psychology	Jagdish Barn
Food Parcels	Fareshare
Conscious Discipline Conference	UL
Clicker	
Lexia	
Learning By Questions	
Communicate in Print	
FFT	
Read Write Inc	

