

# High Hazels Academy 3 Year Pupil Premium Strategy 2019-2022

1. Summary information					
School	High Hazels Academy				
Academic Years	Total pupil numbers	PP eligible pupils	PP income	Date of most recent full review	September 2019
19/20	<b>Infants=263</b> FS2 - 90 Y1 - 88 Y2 - 85  <b>Juniors = 359</b> Y3 - 88 Y4 - 91 Y5 - 89 Y6 - 91 <b>Total = 622</b>	<b>Infants=49 (19%)</b> FS2 - 16 Y1 - 19 Y2 - 14  <b>Juniors=109 (30%)</b> Y3 - 19 Y4 - 27 Y5 - 27 Y6 - 36 <b>Total = 158 (25%)</b>	Infants = £76,560  Juniors = £188,760  Total = £265,320	Light touch review 1	July 2020
20/21	<b>Infants - 236</b> FS2 - 57 Y1 - 89 Y2 - 90 <b>Junior - 345</b> Y3 - 82 Y4 - 88 Y5 - 89 Y6 - 86 <b>Total = 634</b>	<b>Infants - 63 (27%)</b> FS2 - 23 Y1 - 18 Y2 - 22 <b>Junior - 77 (22%)</b> Y3 - 0 Y4 - 23 Y5 - 27 Y6 - 27 <b>Total = 117 (18%)</b>	Infants = £76,560  Juniors = £190,648  Total = £267,208	Light touch review 2	July 2021
21/22 (estimate)	Infants - 270 Junior - 360	Infants - 50 Junior - 95	Infants = £76,560 Junior = £192,554	Date of planned full review	July 2022

2. Cohort information 2020-2021				
	Number in group infants	% in group infants	Number in group juniors	% in group juniors
Girls	17	53%	46	52%
Boys	15	47%	43	48%
SEN Support	4	12%	20	22%
EHCP	0	0%	1	1%
EAL	25	78%	68	76%
Roma/Slovak speaking	2	6%	10	11%

3. 2018-19 data (FS2)			
	Pupils eligible for PP	All pupils	National average
% of children reaching GLD	65%	69%	71.8%
Reading	70%	78%	76.9%
Writing	70%	81%	73.7%
Number	75%	67%	79.8%
Speaking	85%	74%	85.4%

3. 2018-19 data (Y1 Phonics Screening)			
	Pupils eligible for PP	All pupils	National average
% of children reaching EXS	73%	67%	82% (71% Disadvantaged)

3. 2018-19 data (End of KS1)			
	Pupils eligible for PP	All pupils	National average
% of children of children achieving the expected standard or above in reading	61%	77%	75% (62% Disadvantaged)
% of children of children achieving the expected standard or above in writing	72%	81%	76% (55% Disadvantaged)
% of children of children achieving the expected standard or above in maths	67%	90%	82% (62% Disadvantaged)

3. 2018-19 data (End of KS2)			
	Pupils eligible for PP	All pupils	National average
% EXS+ in R, W and M.	ARE 72% GD 8%	ARE 74% GD 10%	65% (GD 11%) Disadvantaged 51% (GD -5%)
% EXS+ in reading	ARE 74% GD 33%	ARE 81% GD 37%	73% (GD 27%)
% EXS+ in writing	ARE 72% GD 13%	ARE 77% GD 19%	78% (GD 20%)
% EXS+ in maths	ARE 72% GD 23%	ARE 79% GD 31%	79% (GD 27%)
% EXS+ in GPS	ARE 72% GD 46%	ARE 76% GD 45%	78% (GD 36%)

### 2019-2020 Data

Due to the Covid-19 Pandemic, no data was published in July 2020. In September 2020, all teachers conducted baseline assessments and have planned bespoke catch-up plans to address gaps in attainment and progress.

#### 4. Barriers to future attainment (for pupils eligible for PP)

##### Academic barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Oral language skills in EYFS are low for all pupils including Pupil Premium upon entering the school. In FS2, despite good intervention impact been seen, sentence formulation and subject specific vocabulary are a barrier. This potentially impacts on progress in subsequent years.
B.	There are a large amount of children in the school in KS1 and KS2 who have gaps in their oral language skills. We have a large number of children who are working at Level C/D on the English competency scale who need support with building vocabulary and using and understanding the vocabulary in their reading and writing. This potentially impacts on reading, writing and maths progress for some of these children.
C.	Current 'lower core children' who have been in the country for a good amount of time, but lack proficiency in English and progress is slow and attainment well below expected.
D.	Attainment for children who are Pupil Premium in the current Y3, Y4 and Y5 across reading, writing and maths, particularly Pupil Premium boys.
E.	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.

##### Additional barriers *(including issues which also require action outside school, such as low attendance rates)*

F.	Poor attendance slows progress. Attendance rates for pupils eligible for PP are below the national expected attendance figures.
G.	Home circumstances – housing, financing, lack of English spoken at home, parenting, mental health and domestic violence. All of which impact on children's ability to access the curriculum successfully.

5. Intended Outcomes				
		19/20	20/21	21/22
1.	In FS1 most children including those eligible for Pupil Premium children will have expected levels of speech and language by the time they move to FS2. In FS2 and Y1 children's sentence formulation scores will be in line with the expected level for their age.	85% of children in FS1 who do not have a language based SEN issue will have reached the expected standard in speaking at the end of FS1 and will have met the High Hazels language criteria.	90% of children in FS1 who do not have a language based SEN issue will have reached the expected standard in speaking at the end of FS1 and will have met the High Hazels language criteria.	95% of children in FS1 who do not have a language based SEN issue will have reached the expected standard in speaking at the end of FS1 and will have met the High Hazels language criteria.
2.	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.	Word Aware approach is used routinely in all subjects to teach vocabulary in school. 85% of children on VIP make rapid progress to the next stage. Vocabulary organisers are embedded for children with SEN and PP.	Word Aware approach is embedded in school vocabulary teaching. 90% of children on VIP make rapid progress to the next stage. 100% of children who are NTE are accessing pre teaching and using vocabulary organisers. The majority of Level C children moved to Level D in English Proficiency.	Word Aware approach is used to teach vocabulary and incorporated into knowledge organisers for all children. 95% of children on VIP make rapid progress to the next stage. Children spend a shorter amount of time at Level B and Level C in English Proficiency.
3.	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.	85% of non-complex disadvantaged children will achieve their end of year targets in reading, writing and maths.	90% of non-complex disadvantaged children will achieve their end of year targets in reading, writing and maths.	95% of non-complex disadvantaged children will achieve their end of year targets in reading, writing and maths.
4.	The broad and balanced curriculum inspires pupils to learn and develop a deep understanding of key concepts, vocabulary and key events resulting in mastery of the subject taught.	Proportions of pupils working at and above the expected standard is at least in line with or above other pupils nationally. The ambitious and carefully sequenced curriculum provides a wide range of	Knowledge organisers are used consistently to support learning across the curriculum. Teaching is carefully designed to help children know more and	Teaching is carefully designed to help children know more and remember more in the long term, resulting in 100% of children achieving their end of year targets.

		opportunities. The range of subjects help pupils acquire knowledge, understanding and skills and prepares children well for the next stage of their education. Teaching is carefully designed to help children know more and remember more in the long term, resulting in 90% of children achieving their end of year targets.	remember more in the long term, resulting in 95% of children achieving their end of year targets.	
5.	The whole school approach to mental and physical health means that adults know how to support children to be healthy and children understand how to live a healthy lifestyle.	All children have opportunities for emotional regulation and physical/sensory breaks throughout the day. Children with potential attachment needs are identified and support put in place. Leuven scale/pupil interviews shows increased pupil happiness.	Adults better understand attachment needs and know how to support children with these needs in their class.  Our broad and balanced curriculum promotes equality and healthy minds. Staff, pupils and parents promote this.  Pupil interviews/survey show improving physical and mental health.	Staff, pupil and parent ambassadors are in place to support healthy minds and bodies.  Pupils are able to talk about how to keep their body and minds healthy.
6.	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.	Attendance figures for children eligible for pupil premium will have increased on individual basis. There is a reduced number of Pupil Premium children who are PA. Above 95.5 in the Infant school Above 96% in The Junior school.	Attendance is at a par with non pupil premium pupils.	Attendance is at or above national average for pupil premium and non pupil premium pupils.

## 6. Review of expenditure

Previous Academic Year		2019-20 20		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
<p>-To continue to improve the delivery and tracking of Read, Write Inc. ensuring this supports the attainment of children eligible for pupil premium particularly in the Juniors.</p> <p>-Rosenshine principles of teaching in the context of writing.</p> <p>-Refining the teaching of writing through the use of high-quality texts, vocabulary teaching, modelling and scaffolding learning.</p> <p>-Shape Coding embedded as the approach to teaching new grammatical structures in FS2 and Y1.</p> <p>-Shape Coding introduced for SEND and lower core children in KS2.</p> <p>-Inference training for all staff and engagement in the SSIF inference project.</p> <p>-Continue to develop teachers using the mastery approach to teaching maths through staff training and coaching and ensure children are challenged to achieve greater depth.</p> <p>-Pre teaching of vocabulary to be fully embedded in all lessons across the curriculum as a whole school approach.</p>	<p>There is improved attainment for pupils eligible for pupil premium in KS1 and KS2, in reading, writing and maths and the difference between national and non-PP children is diminished.</p>	<p>No published data for 2019-2020 due to school closures. All teachers to complete baseline assessments in Sept. 2020 to inform catch-up plans.</p> <p>Phonics CPD delivered to all staff delivering RWI. Monitoring prior to school closures showed an improvement in consistency of approach.</p> <p>Children who did not pass Y1 screening (including those in Y3) prioritised for additional small group phonics and precision teaching. Impact unclear due to school closures.</p> <p>New marking policy introduced focusing on live marking and verbal feedback. PP children prioritised.</p> <p>Following on from staff voice/ Ofsted feedback, staff have all been trained on assessing writing effectively and have been provided with a writing assessment grid for each year group stage.</p> <p>Whole class reading approach now implemented across KS1 and KS2. SSIF training delivered and strategies being used across all phases (early stages in KS1).</p> <p>High quality texts, linked to areas of the wider curriculum, are used in English as well as story time to immerse children in high quality language.</p> <p>PP pupils in y1, y2 and y4 achieve higher in reading. There is no gap in y6. All year groups were on track to achieve their target.</p>	<p>Continue to develop the delivery of phonics in school, focusing on individual staff targets.</p> <p>In light of Covid-19, a phonics catch-up plan needs to be implemented across EYFS and KS1. Y2 and Y3 children to be monitored and small group phonics to be delivered where needed.</p> <p>Continue to refine the teaching of writing by establishing stronger links to reading and the wider curriculum.</p> <p>Following on from this year, the attainment of PP in y4 and y6 cohort in 2020-2021 academic year needs to be monitored and support given to pupils through carefully planned interventions, gap teaching or support with assessment/teaching given to identified staff.</p> <p>Staff voice asked for CPD on phase 3 and 5 of writing. This is planned in for Autumn 2.</p> <p>Further embed SSIF strategies in whole class reading in the infant school.</p> <p>Improve teaching of vocabulary throughout the curriculum by providing staff CPD on word aware approach.</p>	<p>SSELP £10,000</p> <p>Phonics TA's £4,477.20</p> <p>EAL New Arrivals £2,000</p> <p>Leadership time FH £2,771.75</p> <p>Curriculum Lead LF 10% + TLR £8,542.90</p> <p>Word Aware £1500</p>

<p>-To provide appropriate support to quickly develop good teaching for all NQTs and Teach First students.</p> <p>-To provide coaching support for all new staff to ensure good teaching in all lessons.</p>		<p>In writing, the PP pupils are achieving higher in y1, y2 and y4. There is only a 4% gap in y6. There was an increase in attainment in y1, y2 and y6 between Autumn and Spring and y4 met their target.</p> <p>Maths policy refined and embedded allowing for development of skills at depth. Just before school closures, new policy implemented to improve the opportunities to review and recall key skills. To be continued and embedded in 2020-2021.</p> <p>In maths, data analysis shows PP children perform better than non-PP children in Y1, 2 and 4. In Y6, non-PP children are outperforming pp children marginally by 4%.</p> <p>Professional mentor role developed, and individual mentors assigned to all ITT and NQTs. Subject-specific and pedagogical CPD provided and bespoke actions plans for all NQTs and trainees developed with mentors.</p> <p>All successful in completing their induction year.</p>	<p>Continue to embed review and recall of key skills to develop mathematical fluency.</p> <p>The gap in Y5 between PP and non PP is significant. Next year, Y6 will need to narrow this gap through tuition and prioritising feedback to PP children.</p> <p>In reading, following on from this year, the attainment of PP in y4 and y6 cohort in 2020-2021 academic year needs to be monitored and support given to pupils through carefully planned interventions, gap teaching or support with assessment/teaching given to identified staff.</p> <p>Reading, writing leaders and the Assistant Head for inclusion will work together to embed Word Aware approach 2020-2021.</p> <p>Continue to develop professional mentor role. New professional mentor assigned who will continue to focus on ensuring high quality mentoring provision across school, for all ITTs and NQTs.</p> <p>New RQT programme to be implemented to support and develop these teachers.</p> <p>In light of Covid-19, curriculum to be adapted to cover missed skills/key learning and implemented for all subjects to ensure effective catch-up.</p>	<p>Teacher for group support 3 days a week</p> <p>£28,997</p> <p>2 x Supply TA's 39 weeks Full time</p> <p>£47580</p>
<p>Language Interaction project in place for FS1 and FS2. Speech and language therapists to support new FS1 staff with extending and building upon children's language in snack time and within provision.</p>	<p>Speaking and understanding of language for pupil premium children in EYFS will have improved. This has supported them with making good progress in reading and writing.</p>	<p>S&amp;L HLTA delivered and modelled speech and language activities to support vocabulary and language. Teachers have been trained and adopted this provision. Evidence of progress in speaking until Spring. Overall impact unclear due to school closures.</p>	<p>Continue with use of CIP, shape coding and parallel play.</p> <p>Continue to prioritise outdoor provision (new lead).</p>	<p>Speech &amp; Language</p> <p>HHi</p> <p>£9760pa</p>

<p>Embedding the use of whole class pre teaching of vocabulary alongside shape coding to support speech, language and writing in Y1.</p> <p>To develop the Early Years Foundation Stage to make it a language rich environment to contribute to effective oral development, particularly in the outside provision.</p>		<p>Training for staff on Parallel to model language. All activities have focus vocabulary and challenges to extend their learning.</p> <p>CIP used related to topic and core texts.</p> <p>Vocabulary using CIP used to enhance outdoor provision in each area.</p> <p>Vocabulary mats sent home at the beginning of each topic.</p>		<p>HHJ £9760pa</p> <p>Communicate and print £2,099.00</p>
<p>Whole class teaching provides opportunities for children through support with planning and delivery of lessons.</p> <p>Children who are PP are prioritised for additional vocabulary intervention linked to writing.</p> <p>Pre teaching language sessions implemented for all children below language proficiency C.</p> <p>Y4 English proficiency group set up linked to pre teaching and reading comprehension in class. Children who are PP are prioritised for this.</p>	<p>Provision for children in the lower core who are not SEND will be language rich and progress and attainment for these pupils will have improved.</p>	<p>Development of scaffolding in reading is allowing greater access for SEND and lower core children. This is supporting their vocabulary development within those lessons.</p> <p>All children on VIP progress after 2 months of the intervention. Of the children available assess their outcome in March (10 children still to assess).</p> <p>Children grouped based on proficiency codes. Children identified to receive fluency intervention before pre-teaching for sight recognition of the 300 HFW. Due to school closures, cannot fully assess impact.</p>	<p>Continue to develop the whole school approach to vocabulary development (Word Aware) across the curriculum.</p> <p>Continue to assess language proficiency and provide precision teaching/pre-teaching of vocabulary interventions for those below code C.</p>	<p>Teaching asst Y4 English intervention £796.38</p>
<p>Mindfulness and emotional regulation support for KS1 and KS2</p> <p>Further developing teacher knowledge of Developmental Trauma and the impact of sensory needs for children and implementation of the new behaviour policy.</p> <p>Philosophy for Children sessions are fully embedded at gold level and evidenced by appropriate recording.</p>	<p>Children will be more aware of how they are feeling and will be able to talk about and manage their emotions better.</p>	<p>P4C/PSHE sessions are delivered weekly, allowing children to express their feelings, thoughts and opinions about themselves, people around them and the wider world.</p> <p>Due to school closures, these actions will need to be moved and prioritised in the next academic year.</p>	<p>2020-2021 – plan to introduce Conscious Discipline as whole-school behaviour management strategy, developing children’s ability to self-regulate and take responsibility for their behaviour and actions.</p> <p>In light of Covid-19 school closures, all staff to receive Trauma training.</p> <p>P4C sessions are embedded and Going for Gold is a 2-year aim starting 2021.</p>	<p>Focus Psychology HHI £4867 HHJ £4867 HLTA P4C £18,664</p>



<p>To further develop a broad and balanced curriculum to offer a range of visits, speakers and experiences to all children that they may not experience outside school</p> <p>To develop and facilitate a character of enrichment which High Hazels children will have experienced by the time they transition to their next school</p>	<p>To increase the range of opportunities to develop character education. This will have a positive impact on wellbeing, academic and social development.</p>	<p>New curriculum designs to ensure national curriculum coverage. They are underpinned by Education with Character and pupil experience.</p> <p>Positive Ofsted outcome in the junior school for experience and new curriculum designs.</p> <p>Increased focus on musical experiences, so all year groups were given a planned opportunity to go out of school (e.g. Halle concert, singing festival). Clubs (Glee, samba, guitar) and specialist teaching in Y4 (drumming).</p>	<p>In light of Covid-19, the new curriculum plans (for all subjects) will need to be adapted to ensure effective catch-up.</p> <p>Additional time needed to embed and refine all curriculum plans.</p> <p>Continue to offer rich experiences linked to the curriculum even if initially unable to plan trips and visitors.</p>	<p>Enrichment HHI £5,000 HHJ £7,000</p>
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ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
<p>To continue to support children with specialist 1:1 or small group interventions which will support oral language development. LEAP, VIP, NIP, pre teaching vocabulary – Word Aware, Timmy Time.</p>	<p>Speaking and understanding of language for pupil premium children will have improved. This will support them with making good progress in reading and writing as they move through the school.</p> <p><i>Communication and language action plan</i></p>	<p>Staff received training from the speech and language therapist.</p> <p>Speech and language therapist gave regular input and delivered CPD sessions to support planning and delivery of snack time.</p> <p>One specialist speech and language teaching assistant supported snack time in the morning and afternoon session and planned the sessions with the team.</p> <p><u>EYFS SPEECH DATA</u> 55% As of spring 2020.</p> <p>Through targeted intervention, there would have been at least 85% of the children at expected standard by Summer 2020.</p>	<p>Video coaching and feedback to be introduced in the provision.</p> <p>Staff to continue to receive training from the speech and language therapist.</p> <p>Speech and language therapist to continue to give regular input and CPD sessions to support planning and delivery of snack time.</p> <p>Continue to use one specialist speech and language teaching assistants supporting snack time in the morning and afternoon session and planning the sessions with the team.</p> <p>Monitoring of parallel play to ensure consistencies and good quality of language development.</p> <p>Develop training for staff new to EYFS to ensure all classrooms are language rich environments and the high level of language provision can be maintained and developed further.</p>	<p>Salary Speech and Language Teaching Asst £19220 Sp &amp; L TA £19,257 SEN Support £27,671 Intervention LEAP &amp; VIP</p>

				<p>£2242.50</p> <p>Teaching Asst training</p> <p>HHI £1,000</p> <p>HHJ £1,000</p>
<p>Children who are pupil premium are prioritised for enrichment activities at lunchtimes and after school to ensure they access a broad and balanced curriculum.</p>	<p>To increase the range of opportunities to develop character education. This will have a positive impact on wellbeing, academic and social development.</p>	<p>Children entitled to pupil premium have been targeted and prioritised for enrichment activities.</p> <p>The number of children who have actually engaged in enrichment activities has been impacted both by a significant number of pupil premium children being involved in leadership roles and the term 3 activities not taking place due to school closure as a result of Covid 19.</p>	<p>Pupil premium children to continue to be targeted for attendance in enrichment provision across school.</p> <p>Develop new PE lead and opportunities for competitive sports provision within and between schools.</p>	<p>After School clubs staffing £6,028.62</p> <p>Resources £2,000</p> <p>Clubs Lead £1,516.60</p>
<p>To continue to run the small group interventions that are proven to work to support reading and writing Fisher Family Trust, 1<sup>st</sup> class Number 1 and 2. To start pre teaching vocabulary and precision teaching.</p>	<p>To support reading, writing and maths progress and to diminish the differences between Pupil Premium and non Pupil Premium and Pupil Premium and national through small group reading, writing and maths interventions.</p>	<p>Interventions were monitored through SEND central database with TAs inputting a weekly comment, monitored by the intervention lead.</p> <p>Any issues were flagged up with the SENCo who will identify where interventions are not working for children and change approach.</p> <p>Pupil Premium children are prioritised for all these interventions in order to diminish the difference between non Pupil Premium and Pupil Premium and the difference against national data.</p> <p>1<sup>st</sup> class@ number did not take place.</p> <p>FFT data shows accelerated progress.</p>	<p>Continue to monitor interventions through SEND central database with TAs inputting a weekly comment, monitored by the intervention lead.</p> <p>Continue to ensure that any issues are flagged up with the SENCo who will identify where interventions are not working for children and change approach.</p> <p>Pupil Premium children are prioritised for all these interventions in order to diminish the difference between non Pupil Premium and Pupil Premium and the difference against national data.</p> <p>Continue to deliver FFT with trained, experienced TAs.</p> <p>Assistant Head Inclusion and core subject leads to work together on catch-up intervention programme 2020-2021.</p>	<p>FFT/1<sup>st</sup> Class Number</p> <p>1&amp;2</p> <p>£6727.5</p> <p>Intervention lead</p> <p>£500</p>

iii. Other approaches				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
To ensure children's wellbeing and safety by supporting families eligible for pupil premium by subsidising uniform costs	To increase the range of opportunities to develop character education. This will have a positive impact on wellbeing, academic and social development.	Systems in place for identifying families in need to support. Support is offered and accessible where needed.	Continue to monitor pupil premium families and provide additional support as necessary.	School Uniform £1500  Pastoral support £6704.88  Fareshare £750

<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>To support children and families eligible for pupil premium to complete high-quality homework through homework club.</p>	<p>To ensure the engagement and involvement of parents in children's education which will lead to improved academic outcomes.</p>	<p>A number of parent learning courses have been held throughout the year, each one attended by approximately 12 parents. These included the start well project supporting parents to ensure their children are school ready, learning through play and phonics.</p> <p>Other sessions included dealing with disobedience, sleep hygiene and bedtime routines and a parenting course targeted at the Roma community.</p> <p>Curriculum maps for each year group are sent home to families to support learning at home.</p> <p>Pupil premium families without technology access provided with alternative provision where needed.</p> <p>During school closures, vulnerable families were supported weekly by pastoral team, as well as their teachers from a learning perspective. This included delivery of food parcels and remote learning provision.</p>	<p>When planning parent courses for next academic year, consider the missed courses due to school closures.</p> <p>Ensure pupil premium families are monitored and targeted for remote learning technology provision so that they can access online learning provision.</p> <p>Target pupil premium families for learning enrichment clubs (homework, TTRS, reading etc.)</p>	<p>Parent Learning Support £7,833</p> <p>Creche £2000</p> <p>Food Parcel delivery £500</p>
<p>To add capacity to the attendance team to allow them to work with all families in line with our attendance strategy to improve attendance.</p> <p>To embed the 99 club and attendance catch-up</p>	<p>All Pupil Premium children will have improved attendance from 2017-18 to 2018-19 and there will be no gap between pupil premium and non pupil premium <i>SDP Attendance</i></p>	<p>Attendance of PP children in the junior school has remained just below non-PP children. Infant PP attendance is now below non-PP.</p> <p>Persistent absence has reduced in the school, but the percentage of PA PP children has increased. This includes PP new to school.</p> <p>Juniors PA remains at 15 pp children. Non-PP has reduced from 33 to 23.</p> <p>PA still not in line with National or school target.</p>	<p>Continue to closely monitor the attendance of pupil premium children and provide support and challenge where needed.</p> <p>Develop the parenting offer in school to ensure that PP families are a key target group for parenting provision.</p>	<p>Pastoral support 2 days per week £3770.60</p>

## 7. Planned expenditure

### Academic years: 2019-2022

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To develop expertise in using language strategies to support children through the Language Interaction project and training for new teachers and KS1 teachers.	Key objective 1	Children enter school will significantly lower levels of language than average, particularly PP. Our S&L has historically shown good impact (first cohort = 2018-2019 Y6: see KS2 results).  CPD for EYFS staff has improved standard of modelling, evidenced through language interaction project and snack time model used by Sheffield Specialist language centre.	Staff training from the speech and language therapist.  Speech and language therapist regular input to support planning and delivery of snack time. Video coaching and feedback to be introduced in the provision. CPD sessions in place as needs arrive through sessions.  One specialist speech and language teaching assistants supporting snack time in the morning and afternoon session and planning the sessions with the team.	Assistant Head Inclusion	Termly
Embedding the use of whole class pre teaching of vocabulary alongside shape coding to support speech, language and writing in FS1, FS2 and Y1.	Key objective 1	Proven impact in the speech and language field.  Proven impact in 2016-17 on FS2 writing, particularly at greater depth and progress for writing.  Shape Coding case study report from High Hazels shows impact since implementation.	Specialist support from the speech and language service.  Support with planning from the speech and language therapist and Inclusion Assistant Head to the Y1 staff team.  Pupil Premium children are prioritised for pre teaching groups.	Assistant Head Inclusion  Speech and language therapist  FS1, FS2 and Y1 lead	Termly
To increase parental engagement with developing vocabulary and signing.	Key objective 1	Proven impact that if children are supported with their speech and language through home and school progress will be stronger.  Word Aware – national scheme.	Fridge words to go home – Key vocabulary for the next 2-week block.  Vocabulary workshops run to show parents fun ways to teach vocabulary.  Vocabulary Parade day run by Communication Champions.  Ongoing support from speech and language therapist and specialist speech and language teaching assistants.	Assistant Head Inclusion  Speech and language therapist  FS2 lead and teachers	Termly
To develop the Early Years Foundation Stage and Y1 to make it a language rich environment to contribute to effective oral development, particularly in the outside provision.	Key objective 1	EEF Toolkit Early Years Intervention is highly effective (+5 months). Oral language interventions (=5 months)	Monitoring and evaluation of EYFS to ensure a high quality of provision to support oral language development.  Adults to be trained to support children to build their language when children are using the outside provision.	Assistant Head EYFS  Y1 Lead	Review with end of year data

			LEAP and Play and Say intervention activities are used in provision.  Children who are Pupil Premium are prioritised for additional small group intervention.		
<p>Word Aware Pre teaching of vocabulary to be fully embedded in all lessons across the curriculum as a whole school approach.</p> <p>Whole class teaching provides opportunities for the development of language and PP children are prioritised for targeted support.</p>	Key objective 2	<p>Word Aware is a nationally recognised scheme for pre teaching vocabulary.</p> <p>Impact of Quality first teaching on increase progress and attainment.</p>	<p>English leads and the Assistant Head for inclusion will work together to embed this as a whole school approach.</p> <p>Graphic vocab organisers targeted small group linked to the curriculum.</p> <p>Pupil voice on vocab organisers.</p> <p>Lesson observations and learning walks show pre teaching and vocab walls reflect this. Books show evidence of the impact of pre teaching vocab.</p> <p>PP Children not EXS for writing will be prioritised for vocabulary support linked to their writing.</p>	<p>Reading and writing leaders</p> <p>Inclusions Assistant Head</p> <p>SLT</p>	Termly
<p>Pre teaching language sessions implemented for all children below language proficiency C.</p>	Key objective 2	<p>Oral language interventions (=5 months)</p> <p>Pre teaching vocabulary recommended as a strategy for all learners and particularly for children with EAL. Word Aware evidence.</p>	<p>TAs trained to deliver Word Aware pre teaching vocabulary groups.</p> <p>Graphic organiser introduced to link the pre teach vocabulary learning with the vocabulary in class.</p> <p>Monitored by the reading leads and Assistant Head for Inclusion. Supported by the speech and language therapist.</p>	<p>Reading lead</p> <p>Assistant Head Inclusion</p> <p>Speech and language HLTAs</p>	<p>Review pre teaching vocab groups at the end of each term</p> <p>Review reading and writing progress and attainment at the end of the year for these pupils.</p>
<p>Shape Coding embedded as the approach to teaching new grammatical structures in FS2 and Y1.</p>	Key objective 2	<p>FS2 writing data shows impact of approach.</p> <p>Statistically significant rise in sentence formulation data from the ESCAL results 2017-18.</p>	<p>Monitoring and evaluation of delivering through learning walks, book looks and pupil progress meetings.</p> <p>Supporting with whole class and personalised CPD based on individual staff need.</p> <p>Assessments and data analysis to ensure children eligible for pupil premium are making good or better progress and the gap is diminishing.</p>	<p>Writing lead</p> <p>EYFS and Y1 leads</p> <p>Assistant Head Inclusion</p>	Review with data on a termly basis.
<p>To continue to improve the delivery and tracking of Read, Write Inc. ensuring this supports the attainment of children eligible for pupil</p>	Key objective 3	<p>EEF Toolkit Phonics (+4 months).</p> <p>Rose Review states that systematic teaching of reading is essential for success and that phonics should be</p>	<p>Measure progress half termly through Read, Write Inc. assessments</p> <p>Supporting staff delivering phonics based on individual need. Read, Write Inc training for all junior staff delivering phonics.</p>	Phonics lead	Review with data

premium particularly in the Juniors		taught effectively in order for children to develop fluency in reading.	Key focus on children who did not pass the Y1 phonics screening in Y2 and early identification of children who need additional support for phonics coming up from FS2. Pupil Premium children prioritised for additional phonics support – precision teaching or small group phonics. <i>See Phonics Action Plan</i>		
Rosenshine principles of teaching in the context of writing. Refining the teaching of writing through the use of high-quality texts, vocabulary teaching, modelling and scaffolding learning.	Key objective 3	Research based evidence on Rosenshine.	Monitoring and evaluation of delivering through learning walks, book looks and pupil progress meetings.  Supporting with whole class and personalised CPD based on individual staff need.  Data analysis to ensure children eligible for PP are making good+ progress and the gap is diminishing.  Teachers to prioritise feedback for children who are Pupil Premium. <i>See Writing Action Plan</i>	Writing lead  Curriculum Assistant Head	Termly with data
Continue to develop teachers using the mastery approach to teaching maths through staff training and coaching and ensure children are challenged to achieve greater depth.	Key objective 3	EEF shows that mastery learning has a positive effect on pupil progress (+5 months).	Monitoring and evaluation of delivering through learning walks, book looks and pupil progress.  Supporting with whole class and personalised CPD based on individual staff need.  Assessments and data analysis to ensure children eligible for pupil premium are making good or better progress and the gap is diminishing  Children who are not at the expected standard are prioritised for daily corrective teaching. Of this group, children who are Pupil Premium are prioritised for corrective teaching.  Teachers to prioritise feedback for children who are Pupil Premium.	Maths lead  Curriculum Assistant Head	Termly with data
Inference training for all staff and engagement in the SSIF inference project.	Key objective 3	Sheffield project funded by the Strategic School Improvement fund by lead literacy professionals.	Monitoring and evaluation of delivering through learning walks, book looks and pupil progress.  Supporting with whole class and personalised CPD based on individual staff need.	Reading lead  Curriculum Assistant Head	

			Assessments and data analysis to ensure children eligible for pupil premium are making good or better progress and the gap is diminishing.  Teachers to prioritise feedback for children who are Pupil Premium.		
To provide appropriate support to quickly develop good teaching for all NQTs and Teach First students.  To provide coaching support for all new staff to ensure good teaching in all lessons.	Key objective 3	EEF funded - University of Manchester project ongoing.  NCTL research into lesson study approach has shown this to be successful in developing teaching and learning.  EEF toolkit – effectiveness of coaching.	Opportunities to observe good and better practice.  Bespoke CPD offered in Autumn 1.  NQTs have been given guidance on key Pupil Premium strategies such as prioritising feedback and corrective teaching to Pupil Premium pupils who are below the expected standard.	Professional Mentor  Trainee and NQT mentors  SLT	Termly
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.	Key objective 4	EEF Outdoor Adventure Learning (+3months)  University of Cambridge research shows that trips and experiences improve children’s learning experiences and have a positive impact.	Monitoring and evaluating of the impact of trips and visitors.  Ensuring all children who are Pupil Premium are accessing trips.  Pupil and staff voice around visitors and trips	Enrichment Assistant Head  Curriculum Assistant Head	Termly
Emotional regulation and sensory support set up in every classroom and children are taught how to use this support to manage their emotions.	Key objective 5	EEF - High Impact for very low cost (+8 months)  Focus Psychology research paper on Mindfulness  Healthy Minds project	Pupil voice  Parent workshops  Delivered by teachers every day and supported by Ed Psych.  Positive observed impact during test situations and positive impact on data.	Assistant Heads in each key stage	Termly
Work towards becoming an Attachment Aware school.	Key objective 5	Wealth of evidence on the importance of secure attachment and the implications when children do not have this.  Attachment Aware schools  Attachment lead training	Attachment training for all staff.  Attachment lead to train and implement Attachment Aware approaches in school.	Attachment lead practitioner	End of year



Further developing teacher knowledge on the impact of sensory needs for children and implementation of the new behaviour policy (Conscious Discipline).	Key objective 5	Sensory project SSELP (funded project from Loral Trust).  Wealth of research on the importance of meetings sensory needs.  Ryegate Children's Centre sensory research  Impact of pilot project at High Hazels 2018-19	Implementation of Conscious Discipline.  Staff, parent and pupil voice  Observed impact on the way that children deal with things that they find tricky. Increased resilience.  Reduced number of recurrent behavioural incidents.  Increased teacher knowledge of sensory and trauma issues ensures appropriate strategies are in place in class/school.	Assistant Heads  Pastoral lead	Termly
Philosophy for Children sessions are fully embedded at gold level and evidenced by appropriate recording.	Key objective 5	EEF toolkit – Promising project – Initial results show good impact on children's understanding and ability to talk about complex issues and construct arguments.  It has proven positive impact on KS2 SATS scores.	Pupil voice  Staff voice  Speech and language assessment data	Philosophy for children lead  Curriculum Assistant Head	At the end of the year
<b>3-year budgeted cost</b>					£360,000
<b>i. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation ?</b>
To continue the effective support and provision from small group speech and language interventions, which are personalised to children's needs. Children who are Pupil Premium and have this need are prioritised for this support.	Key outcome 1 Key outcome 2	EEF Toolkit Early Years Intervention is highly effective (+5 months). Oral language interventions (=5 months)  High level of evidence from Sheffield Speech and language service to support all the interventions we are using in school.  Effectiveness of language support in previous years	Measure progress through termly assessments.  Monitoring and evaluation of delivery of sessions.  Support for 2 x speech and language TAs to other staff delivering the interventions. New staff delivering the interventions are coached and support by these staff.	Assistant Head Inclusion	Termly

To increase the range of opportunities to develop character education. This will have a positive impact on wellbeing, academic and social development.	Key outcome 4	EEF Outdoor Adventure Learning (+3months)  University of Cambridge research shows that trips and experiences improve children's learning experiences and have a positive impact.	Termly reallocation of groups to ensure all children get a chance to attend a group.  Pupil voice feedback.	Assistant Head Curriculum	Termly
To continue to run the small group interventions that are proven to work to support reading and writing Fisher Family Trust, 1 <sup>st</sup> class Number 1 and 2. To start pre teaching vocabulary and precision teaching.	Key outcome 3	Intervention results for Fisher Family Trust and 1 <sup>st</sup> class@number 1 and 2 for the past 3 years.  Recommended in What Works intervention evaluations.  Evidence on pre teaching vocabulary word aware.  Educational psychology recommendation of precision teaching.	Interventions are monitored through SEND central database with TAs inputting a weekly comment, monitored by the intervention lead.  Any issues are flagged up with the SENCo/core subject leads who will identify where interventions are not working and adapt approach. Pupil Premium children are prioritised in order to diminish the gap between non-PP and PP as well as the difference against national data.	Learning support assistants  Assistant Head Inclusion  Core subject leads	Reviewed termly and with end of year data.
<b>3-year budgeted cost</b>					£400,000
<b>ii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation ?</b>
To ensure children's wellbeing and safety by supporting families eligible for pupil premium by subsidising uniform costs.	Key outcome 5	Increased feeling of inclusion.	To identify the families in need of support.  Ensure support is accessible where needed.	Pastoral lead	Termly
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.	Key outcome 3 Key outcome 4	EEF Toolkit (+3 months) When parents are knowledgeable about how to support their child, we have seen previous impact on that child's learning.	Parent voice monitored.  Curriculum newsletters and class blogs.  Pastoral lead to monitor.	Curriculum Assistant Head  Pastoral lead	Termly

<p>To support children and families eligible for pupil premium to complete high-quality homework through homework club.</p>	<p>Key outcome 3 Key outcome 4</p>	<p>EEF Toolkit (+2months)</p> <p>This gives all children the opportunity to access their home learning.</p> <p>Parents are very supportive of this and would like it to continue.</p>	<p>Pastoral team.</p> <p>Staff, pupil and parent voice.</p>	<p>Pastoral lead</p>	<p>Termly</p>
<p><b>3-year budgeted cost</b></p>					<p>£50,000</p>

## 8. Light touch review – July 2020

### What is working (how do we know)

- VIP in the infants as data is showing good progress.
- Word Aware in the infants as data is showing good progress.
- Increased pupil happiness as surveys show this.

### What needs subtle re-direction of resources (why)

- In light of Covid, greater emphasis is needed for emotional support.
- Pre teaching of vocabulary in the junior school (Started in the infants 2019/2020).
- Data shows speech and language interventions in EYFS are productive.
- Adapted curriculum designs to ensure effective catch-up.

### What is not working as planned and needs fundamental review (not expected/required but could be outcome of light touch review)

- PP and disadvantaged attendance have not improved compared to non pp or against PP Nationally.
- That all PP children have experience of an enrichment club within the year (Plans were in place in the summer term).

### Thus funding re-directed to:

- Surplus staffing to ensure effective catch-up programme.
- Development and review of key mathematical skills (CLIC maths).
- To develop pre teaching of vocabulary as a whole school approach.
- To develop a whole school approach to supporting emotional regulation (Trauma informed school and Conscious Discipline).
- Improving PP attendance.
- Enrichment clubs for PP children.

### To ensure:

- Children catch up on missed learning due to school closures.
- Children develop the mathematical fluency to ensure mastery of content.
- Children with A, B or C proficiency scores receive pre teaching.
- Vocabulary teaching is structured and effective.
- Development of the ability to regulate emotions.
- PP attendance is in line with non-PP attendance and PP National.
- Ensure that all PP children have experience of an enrichment club.

## 9. Light touch review – July 2021

## 10. Full three-year review: 2019-2022