

# High Hazels Academy - Pupil Premium Statement

1. Summary information					
<b>School</b>	High Hazels Academy				
<b>Academic Year</b>	2017-18	<b>Total PP budget</b>	£89,760– Infants £198,000– Juniors Total - £287760	<b>Date of most recent PP Review</b>	22.6.16 John Keech Cravenwood Academy  Next review due: 9/10/17
<b>Total number of pupils</b>	292 Infants 355 Juniors 614 Total	<b>Number of pupils eligible for PP (as of December 2016)</b>	42 Infants 103 Juniors 153 Total	<b>Date for next internal review of this strategy</b>	September 2018

2.	3.	4. Current attainment						
	EYFS		Y1		End of Key Stage One		End of Key Stage Two	
	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium
% Achieving GLD	53%	73% (National 71%)						
% Passing the phonics test			86% National 70%	80% (National 81%)	67%	84%		
% Achieving Expected in reading, writing and maths								
% Achieving expected in reading					72% (National 76%)	76%	47% (National 71%)	50%

% Achieving expected in writing					72% (National 68%)	64%	74% (National 79%)	68%
% Achieving expected in maths					78% (National 77%)	74%	71% (National 75%)	70%
% Achieving above in reading					20.8% (National 27%)	34.4%	16% (National 23%)	9%
% Achieving above in writing					12.5% (National 16%)	17.2%	11.4% (National 18%)	13.3%
% Achieving above in maths					12.5% (National 20%)	31.3%	14% (National 20%)	16%

	Year One		Year Three		Year Four		Year 5	
	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium
Reading Attainment	82%	78%	50%	68%	75%	71%	51%	63%
Difference on last year	+13%	=	-11%	+5%	+5%	+6%	+13%	-3%
Writing Attainment	68%	70%	54%	67%	76%	63%	34%	44%
Difference on last year	+1%	+6%	+3%	=	+27%	+21%	+6%	+8%
Maths Attainment	82%	73%	62%	73%	79%	71%	54%	65%
Difference on last year	+12%	-3%	-12%	-2%	+9%	-7%	+10%	+7%

## 5. Barriers to future attainment (for pupils eligible for PP including high ability)

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

- |           |  |
|-----------|--|
| <b>A.</b> | Oral language skills in EYFS are low for all pupils including Pupil Premium upon entering the school. In FS2, despite good intervention sentence formulation and subject specific vocabulary are a barrier. This slows reading and writing progress in subsequent years. This particularly impacts on writing at the end of KS1. |
|-----------|--|

<b>B.</b>	There are a large amount of children in the school in all year groups who have gaps in their oral language skills. We have a large amount of children who are working at Level C on the English competency scale who need support with building vocabulary and sentence formulation. This impacts on their reading, writing and maths progress.
<b>C.</b>	Reading attainment in KS2 in all year groups. The teaching of vocabulary and specific structured answers for 3 mark questions were key barriers in the SATS reading paper. Children, particularly Pupil Premium children often do not have the opportunity to read regularly at home.
<b>D.</b>	More able children in KS1 for writing and KS2 for maths and reading, especially those who are pupil premium do not yet reach their potential due to lack of consistent challenge.
<b>E.</b>	Attainment for children who are Pupil Premium in the current Y4 and Y6 across reading, writing and maths, particularly Pupil Premium boys.
<b>F.</b>	Emotional awareness and regulation. Children in school are not always able to manage stress and their emotions appropriately which impacts on them in test situations.
<b>G.</b>	Consistently good and outstanding teaching in every year group particularly new NQTs and RQTs.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>G.</b>	Attendance rates for pupils eligible for PP are higher than children who are not PP but they are still below the national expected attendance figures.
<b>H.</b>	Children who are eligible for pupil premium are disadvantaged in terms of the experiences they have had compared to their peers.

<b>6. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	In FS1 the majority of children including Pupil Premium children will have expected levels of speech and language by the time they move to FS2, In FS2 children's sentence formulation scores will be in line with the expected level for their age.	<p>The majority of children in nursery will by the end of the year</p> <ul style="list-style-type: none"> <li>• 4 key word understanding</li> <li>• 4 key word expression</li> <li>• At least 10 early concepts from the Level 1 concepts big, little, noisy, quiet, in, out, under, top, empty, fast, slow</li> </ul> <p>They will be able to:</p> <ul style="list-style-type: none"> <li>• Clap 1,2 and 3 syllable words</li> <li>• Generate a rhyme</li> <li>• Know and use key vocabulary for food, animals, clothes, actions, parts of the body and transport.</li> </ul>

		<p>ESCAL data will show the majority of children are in line with their age. There will be less children highlighted as red flags when compared to this year's data.</p> <p>In FS2 children's ESCAL scores will show more children are in line with their age. There will be less children highlighted as red flags for sentence formulation when compared to this year's data.</p> <p>There will be a clear improvement in Listening, Understanding and Speaking scores.</p> <p>Parent voice will show that children's speaking and language has Improved over the year.</p>
<b>B.</b>  <b>And</b>  <b>G</b>	Teaching will be consistently good across the school. All pupil premium children will receive teaching where they make progress in every lesson.	<p>All teaching will be consistently good or better to support children's outcomes. Triangulation will show the quality first teaching, accurate assessment and effective feedback is leading to good progress by children eligible for pupil premium.</p> <p>Data will show children are making continuing to make good progress where they are expected or greater depth and target children or groups will be making accelerated progress to close the gaps.</p> <p>All teaching by NQTs and RQTs to be judged at least good.</p>
<b>C.</b>	Reading attainment throughout KS2 will show significant progress for all children and the gap will be closing between Pupil Premium and non Pupil Premium.	<p>In all year groups reading attainment has improved on 2016-17 for both pupil premium and non pupil premium.</p> <p>End of KS2 scores for reading have increased on 2016-17 for both pupil premium and non pupil premium.</p> <p>The gap between pupil premium and non pupil premium will have narrowed in all year groups and closed in some year groups.</p>
<b>D.</b>	Pupil Premium children are provided with enough challenge in all areas of the curriculum to enable them to reach their full potential and show that they are working at greater depth, particularly at KS1 in writing and KS2 in reading and maths.	When comparing data from 2016-17 there will be a clear improvement in the amount of pupil premium children who are achieving greater depth in maths, reading and writing, particularly at KS1.

<b>E.</b>	Pupils eligible for Pupil Premium will make better than expected progress in reading, writing and maths helping to diminish the difference between themselves and their peers.	When comparing data from 2016-17 there will be a clear improvement in attainment and progress for children who are Pupil Premium. The gap between Pupil Premium and non Pupil Premium will have diminished in all year groups, particularly Y1, Y4 and Y6.
<b>F.</b>	Emotional awareness and regulation is a barrier for many of our children in KS1 and KS2, particularly children in upper KS2 where a large majority are Pupil Premium. They have difficulty dealing with the pressure of SATS and lack resilience when questions are tricky (SATS reading paper 2016 and 17).	Children will have strategies to manage stress and be able to manage their emotions when they find something difficult and have another go.  Y6 children will manage SATS better and this will impact on results as they will be able to perform at their best.
<b>G.</b>	Attendance for children eligible for Pupil Premium is above 95%. All pupil premium children/families who have had attendance support have improved from 2015-16.	Attendance figures for children eligible for pupil premium will have increased on individual basis.  PA is halved by summer 2018  Attendance is at least in line with national
<b>H.</b>	Children who are eligible for pupil premium access a range of opportunities to build on their first hand experiences, which will impact on their academic, social and wellbeing development.	All Pupil Premium children will have taken part in an enrichment club over 2017-18. Pupil voice will show that children have access to a broad and balanced curriculum. Staff voice will show the impact of this on academic performance and wellbeing.

7. Planned expenditure					
Academic year	2016/17				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teachingfor all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>There is improved attainment for pupils eligible for pupil premium in KS1 and KS2, in reading, writing and maths</b>	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	EEF Toolkit Phonics (+4 months). Rose Review states that systematic teaching of reading is essential for success and that phonics should be taught effectively in order for children to develop fluency in reading.	Measure progress half termly through Read, Write Inc. assessments  Supporting staff delivering phonics based on individual need. Read, Write Inc training for all junior staff delivering phonics.  Key focus on children who did not pass the Y1 phonics screening in Y2.  <i>See Phonics Action Plan</i>	Phonics leader	Review with data
	Embed the mastery approaches to teaching in Writing.  Shape Coding embedded as the approach to teaching new grammatical structures in FS2 and Y1.	EEF shows that mastery learning has a positive effect on pupil progress (+5 months).  FS2 writing data shows how impactful shape coding has been for all children in FS2. This needs to continue to be used for these children in Y1 and throughout the school for children with difficulties with sentence formulation.	Monitoring and evaluation of delivering through learning walk.  Supporting with whole class and personalised CPD based on individual staff need.  Friday Flicks of books to monitor pupil progress and outcomes.  Assessments and data analysis to ensure children eligible for pupil premium are making good or better progress and the gap is diminishing.  <i>See Writing Action Plans</i>	Writing leader,  Curriculum Assistant Head  Shape Coding leader	Review with data on a termly basis.

	Embed the mastery approach to teaching maths through staff training and coaching and ensure children are challenged to achieve greater depth.	EEF shows that mastery learning has a positive effect on pupil progress (+5 months).	<p>Monitoring and evaluation of delivering through learning walk.</p> <p>Supporting with whole class and personalised CPD based on individual staff need.</p> <p>Friday Flicks of books to monitor pupil progress and outcomes.</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><i>See Maths One Page Profile</i></p>	Maths leader	Review with data on a termly basis.
	To embed the use of the Achievement for All lesson study approach to support new or newly qualified teaching staff to ensure good or better teaching for all children. To further extend this to support RQTs.	<p>EEF funded - University of Manchester project ongoing.</p> <p>Support for teaching and learning has proven effectiveness from last year.</p> <p>NCTL research into lesson study approach has shown this to be successful in developing teaching and learning.</p>	<p>Inclusion Assistant Head and NQT and student mentors to lead on this.</p> <p>Achievement for All teacher regularly gives feedback on the progress of NQTS/RQTs to the Inclusion Head and mentors. Feedback is then worked on with mentors.</p> <p>Reflective journals are used by all staff taking part in the AFA project to track their progress.</p> <p><i>See Achievement for All Plan</i></p>	<p>Assistant Head Inclusion</p> <p>Literacy leader</p>	
<b>Speaking and understanding of language for pupil premium children in EYFS will have improved. This has supported them with making good</b>	Language Interaction project in place for FS1 and FS2. Speech and language therapists to support FS1 with	Speech and language service use Structured Snack time to support children with very low levels of language in specialist language centres with fantastic impact.	<p>Staff training from the speech and language therapist.</p> <p>Speech and language therapist regular input to support planning and delivery of snack time. Video coaching and feedback to be introduced in the</p>	Assistant Head Inclusion	<p>Review implementation at the end of each term.</p> <p>Should be embedded well by Autumn 2.</p>

<p><b>progress in reading and writing.</b></p> <p><i>See Communication and language one page profile</i></p>	<p>extending and building upon children's language in snack time and within provision.</p>	<p>We are developing on the language interaction project work we did last year for snack times to develop the way we promote language in the provision.</p>	<p>provision. CPD sessions in place as needs arrive through sessions.</p> <p>Two specialist speech and language teaching assistants supporting snack time in the morning and afternoon session and planning the sessions with the team.</p>		
	<p>Building upon the speech and language support given for Play and Say to introduce early concepts using Word Aware to children who are Pupil Premium and non Pupil Premium using Concept Cat for children in nursery</p>	<p>Proven impact of Play and Say small groups from ESCAL data and early years data which showed improvement year on year from 2014/15 to 2015/16 to 2016/17 in all areas of language.</p> <p>EEF toolkit shows small group language interventions have good impact (+5 months)</p>	<p>Specialised staff training from speech and language service for Concept Cat.</p> <p>Measure impact of interventions using the Play and Say and Concept Cat assessment each term</p> <p>ESCAL assessments at the end of the year.</p>	<p>Assistant Head Inclusion</p>	<p>Review implementation in Spring 1.</p> <p>Review with end of year data in Summer 2017.</p>
	<p>Embedding the use of whole class pre teaching of vocabulary alongside shape coding to support speech, language and writing in FS2 and continuing this in Y1.</p>	<p>Proven impact in the speech and language field. Many schools are using this as a whole school approach to teaching SPAG with success.</p> <p>Proven impact in 2016-17 on FS2 writing, particularly at greater depth and progress for writing.</p>	<p>Specialist support from the speech and language service.</p> <p>Support with planning from the speech and language therapist and Inclusion Assistant Head to the FS2 staff team.</p>	<p>Assistant Head Inclusion</p> <p>Shape Coding lead - CC</p>	<p>Review implementation in Spring 1.</p> <p>Review with end of year data/observations in Summer 2016.</p>



	To develop the Early Years Foundation Stage to make it a language rich environment to contribute to effective oral development.	EEF Toolkit Early Years Intervention is highly effective (+5 months). Oral language interventions (=5 months)	Monitoring and evaluation of Early Years classrooms to ensure a high quality of provision to support oral language development.  SENCo and speech and language therapist to support with this and offer staff CPD.  Adults to be trained to support children in the provision to build their language.  LEAP and Play and Say intervention activities are used in provision	Assistant Head EYFS	Review progress in Autumn 1  Review with end of year data
	To pre teach vocabulary or a new concept on a daily basis relating to the book or topic and share these with parents.	EEF Toolkit Early Years Intervention is highly effective (+5 months). Oral language interventions (=5 months)  Parental engagement is proven to enhance support for language – Sheffield Speech and language therapy.	Parent workshops for LEAP and Play and Say and pre teaching workshop  Monitoring and evaluation of the success of this strategy.  Ensuring this is built up to be used consistently across school.	Assistant Heads Inclusion and EYFS.	Review progress in Autumn 2.  Review with end of year data

<p><b>There is improved attainment at greater depth, particularly in KS1 across writing and KS2 in Maths and Reading.</b></p> <p><i>KS1 One Page Profile</i></p> <p><i>Maths One Page Profile</i></p>	<p>Whole class teaching provides opportunities for children to work at greater depth through support with planning and delivery of lessons.</p>		<p>Monitoring and evaluation of delivering through learning walk.</p> <p>Supporting with whole class and personalised CPD based on individual staff need.</p> <p>Friday Flicks of books to monitor pupil progress and outcomes.</p> <p>Assessments and data analysis to ensure more children eligible for pupil premium are working towards greater depth.</p>	<p>KS1 leader</p>	<p>Review data at the end of each half term.</p> <p>Review with end of year data.</p>
	<p>Additional tuition sessions in Spring and Summer term to support children to consolidate expected and/or greater depth.</p>		<p>Monitoring and evaluation of delivering through learning walk.</p> <p>Supporting with whole class and personalised CPD based on individual staff need.</p> <p>Friday Flicks of books to monitor pupil progress and outcomes.</p> <p>Assessments and data analysis to ensure more children eligible for pupil premium are working towards greater depth.</p>	<p>KS1 leader</p>	<p>Reviewed through Friday Flick</p> <p>Reviewed from the end of Spring 1 for impact.</p>

<p><b>Children will be more aware of how they are feeling and will be able to talk about and manage their emotions better.</b></p>	<p>Mindfulness for KS1 and KS2 Educational Psychologist /SENCo to deliver sessions</p>	<p>EEF - High Impact for very low cost (+8 months)</p> <p>Focus Psychology research paper</p>	<p>Pupil voice</p> <p>Parent workshops</p> <p>Delivered by Educational Psychologist and led in school by Assistant Heads.</p> <p>Positive observed impact during test situations and positive impact on data.</p> <p>Scaling tool</p> <p><i>Inclusion One Page Profile</i></p>	<p>Assistant Heads Y6 and Inclusion</p>	<p>Reviewed at the end of Autumn term.</p> <p>Reviewed each term.</p>
	<p>Training on attachment theory and emotional regulation and embedding the post incident learning approach for behaviour</p> <p>Training from Dean Cotton – behavioural specialist.</p>	<p>Proven impact in a number of local schools.</p>	<p>Staff voice</p> <p>Parent voice</p> <p>Pupil voice</p> <p>Observed impact on the way that children deal with things that they find tricky. Increased resilience.</p> <p>Resilience scaling</p> <p>Reduced number of recurrent behavioural incidents.</p>	<p>Assistant Head Inclusion</p> <p>Pastoral lead.</p>	<p>Reviewed in Spring 1</p> <p>Reviewed each half term.</p>

	<p>Philosophy for Children sessions are fully embedded and evidenced by appropriate recording.</p> <p>-Follow up training given to teachers using a coaching approach.</p>	<p>EEF toolkit – Promising project – Initial results show good impact on children’s understanding and ability to talk about complex issues and construct arguments.</p> <p>It has proven positive impact on KS2 SATS scores.</p>	<p>Pupil voice</p> <p>Staff voice</p> <p>Speech and language assessment data</p>	<p>Philosophy for children lead</p> <p>Curriculum Assistant Head</p>	<p>Reviewed at the end of Autumn 2 – Review through Silver Award completion</p> <p>Review on termly basis</p>
<p><b>To increase the range of opportunities to develop character education. This will have a positive impact on wellbeing, academic and social development.</b></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>EEF Outdoor Adventure Learning (+3months)</p> <p>University of Cambridge research shows that trips and experiences improve children’s learning experiences and have a positive impact.</p>	<p>Monitoring and evaluating of the impact of trips and visits.</p> <p>Ensuring all children who are Pupil Premium are accessing trips.</p> <p>Pupil and staff voice around visits and trips</p>	<p>Curriculum Assistant Head</p>	<p>Reviewed by curriculum lead on termly basis.</p>

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p><b>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.</b></p> <p><i>Communication and language action plan</i></p>	To continue the effective support and provision from small group speech and language interventions, which are personalised to children's needs.	<p>EEF Toolkit Early Years Intervention is highly effective (+5 months). Oral language interventions (=5 months)</p> <p>High level of evidence from Sheffield Speech and language service to support all the interventions we are using in school.</p> <p>With newer pre teaching groups we will be part of the evidence gathering trial group.</p>	<p>Measure progress through termly assessments.</p> <p>Monitoring and evaluation of delivery of sessions.</p> <p>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.</p>	Assistant Head Inclusion	<p>Reviewed from Autumn 2 alongside data.</p> <p>Reviewed termly.</p>
	To continue to support children with specialist 1:1 or small group interventions which will support oral language development.	<p>EEF Toolkit Early Years Intervention is highly effective (+5 months). Oral language interventions (=5 months)</p> <p>Intervention assessment records show impact over the last 4 years as we have built up a suite of effective</p>	<p>Measure through termly progress assessments</p> <p>SEN database monitors intervention progress for all individual children and by intervention.</p> <p>Parent workshops for all interventions.</p>	Assistant Head Inclusion	Reviewed termly with data.

<b>To increase the range of opportunities to develop character education. This will have a positive impact on wellbeing, academic and social development.</b>	Children who are pupil premium are prioritised for enrichment activities at lunchtimes and after school to ensure they access a broad and balanced curriculum.	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/  Child voice feedback	Assistant Head Curriculum  Senior learning mentor	Reviewed termly  Review whole school end of year with enrichment map
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</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>
<b>To increase the range of opportunities to develop character education. This will have a positive impact on wellbeing, academic and social development.</b>	To ensure children's wellbeing and safety by supporting families eligible for pupil premium by subsidising uniform costs.	We know that supporting families in this way has ensured children are able to access uniform which fits them, allowing them to feel included in school life.	To identify the families in need of support.  Ensure support is accessible where needed.  <i>Pastoral One Page Profile</i>	Pastoral lead	Reviewed termly
<b>To ensure the engagement and involvement of parents in children's education which will lead to</b>	To offer and effectively deliver a range of parent workshops on an increasing variety of the curriculum and interventions	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  All subject leaders' / year leaders to support with delivery of interventions.  Pastoral support to monitor.	Curriculum Assistant Head	Reviewed termly

improved academic outcomes.				Senior learning mentor	
	To support children and families eligible for pupil premium to complete high quality homework through homework club.	EEF Toolkit (+2months)  This gives all children the opportunity to access their home learning.  Parents are very supportive of this and would like it to continue.	Pastoral team.  Staff, pupil and parent voice.	Senior Learning mentor	Reviewed termly
<b>All Pupil Premium children will have improved attendance from 2016-17 to 2017-18 and there will be no gap between pupil premium and non pupil premium</b> <i>SDP Attendance</i>	To add capacity to the attendance team to allow them to work with all families in line with our attendance strategy to improve attendance.	Increased capacity for Safe and Well visits to safeguard children  Increase expertise of the pastoral team around attendance legislation  SSELP attendance project, which has improved impact on attendance in other schools.			Reviewed termly
	To continue the implementation of a reward system for attendance and punctuality.		Termly implementation – Ensure rewards are timetabled.  Weekly certificate – scheduled weekly time to celebrate attendance/punctuality rewards.		Reviewed termly

	TA/learning mentor time to work with children when they arrive back at school after long leave to fill gaps in their learning.				



8. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all and targeted support				
Desired outcome	Chosen action/approach	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>In FS1, the majority of children including Pupil Premium children will have expected levels of speech and language by the time they move to FS2.</p> <p>In FS2 children's sentence formulation scores will be in line with the expected level for their age.</p>	<p>Speech and language therapist 1 day a week</p> <p>Speech and language HLTA full time</p> <p>LEAP language intervention for all FS2 children</p> <p>Play and Say and Concept Cat intervention for all children.</p>	<p>Partially achieved– ESCAL data shows a significant reduction in the amount of children who are red flagged for one or more area. 23 out of 25 children who were a red flag no longer are. For some children who entered school at an extremely low level they have not yet met the nursery criteria of speaking and understanding at a 4 key word level and this work will continue in FS2.</p> <p>Nearly all children made accelerated progress in Communication and Language strands. The majority of pupils made above 3 steps progress and 42-45% of children in FS2 making 7-9 steps in Speaking, Listening and Attention and Understanding.</p>	<ul style="list-style-type: none"><li>• Significant speech and language support will continue for FS1 and FS2 as part of our curriculum offer. We are continually developing the support and improving upon CLL data and ESCAL scores year on year.</li><li>• To set more achievable targets which can be fully met and reflect the true progress made by pupils.</li></ul>	£32,415

<p>There is improved attainment for pupils eligible for pupil premium in EYFS, KS1 and KS2, in reading, writing and maths</p>	<p>Phonics training</p> <p>Maths and writing support from middle leaders for teachers.</p> <p>Targeted intervention groups.</p> <p>Pupil Premium AHT support.</p> <p>Pupil Premium targeted tracking grids.</p> <p>Achievement for All</p>	<p>Achieved but further work needed</p> <ul style="list-style-type: none"> <li>Teaching and learning is judged as good and better for nearly all classes in both schools. This is evidenced by observations, book scrutinies and data collection.</li> <li>The attainment gap between Pupil Premium and non Pupil Premium is narrowing in nearly all year groups and the gap has closed in the majority of areas in Y1, Y2, Y4 and Y6.</li> <li>Pupil Premium children are making accelerated progress in most areas in order to close the gap.</li> <li>Good quality of teaching from NQTs and students due to mentoring and Achievement for All.</li> <li>Effective intervention support has resulted in all children, particularly Pupil Premium who are prioritised for interventions making accelerated progress on interventions.</li> <li>Y6 and Y2 targeted tuition sessions, continue to be effective and Y2 and Y6 progress is particularly strong for Pupil Premium.</li> </ul>	<ul style="list-style-type: none"> <li>Achievement for All support to continue for students and NQTs and to be used to further develop and support RQTs and staff who are new to High Hazels.</li> <li>Continue to build capacity of middle leaders to support the AHT (Inclusion) and champion pupil premium. They are able to track pupil premium children closely and support teachers in next steps for these children.</li> <li>The tracking grids have developed over the year. They are now used to track all Pupil Premium children and in addition to this to track all children who are below expected and challenge key children for greater depth. These will continue to be used in their developed form.</li> <li>Continue to use proven interventions to support progress. New reading intervention for KS2 next year in the form of Lexia.</li> </ul>	<p>£185,009</p>
<p><b>ii. Targeted support</b></p>				

Desired outcome	Chosen action/approach	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
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.	Speech and language therapist 1 day a week  Intervention lead Full time  Teaching assistant (Slovak speaking)	Achieved criteria but continuation of strategy needed. <ul style="list-style-type: none"> <li>Speech and language interventions show good progress for the majority of children who are on speech and language interventions.</li> <li>Where children are struggling to progress to the next level they are quickly identified and referred for more specialised speech and language support from the speech and language therapist on an individual communication plan.</li> <li>New to English children show rapid improvement on LEAP, VIP and NIP.</li> </ul>	<ul style="list-style-type: none"> <li>Speech and language interventions are a continuing need, due to the low levels of language our children continue to enter school with. They are continuing to be proven effective and the school is becoming more skilled at identifying children who are New to English with SEN difficulties more quickly.</li> </ul>	£41,252
Children will be more aware of how they are feeling and will be able to talk about and manage their emotions better.	Mindfulness sessions  Educational Psychology time	Achieved criteria but continuation and development of the strategy needed to include KS1 <ul style="list-style-type: none"> <li>Reduced number of incidents in unstructured times. When incidents did occur children were able to talk about how they were feeling and what they could do next time to manage that emotion.</li> <li>Pupil Voice stated that children felt mindfulness helped them to feel calm when they were feeling stressed or worried.</li> <li>Y6 teachers and pupils reported that mindfulness supported them in feeling less</li> </ul>	<ul style="list-style-type: none"> <li>Mindfulness will continue to be promoted by staff and pupils. It will be developed to be used in KS1 and EYFS to build upon the successes in KS2.</li> </ul>	£8,000

There is improved attainment at greater depth, particularly in KS1 across reading, writing and maths	<p>HLTA 5 mornings a week</p> <p>Tuition groups for Y2.</p> <p>KS1 leader support with NQTs.</p>	<ul style="list-style-type: none"> <li>The amount of children achieving greater depth in reading and maths has improved significantly, particularly due to the tuition support.</li> <li>The amount of children working at greater depth in FS2 has increased in all areas, particularly writing as a result of shape coding.</li> </ul>	<ul style="list-style-type: none"> <li>The support from the HLTA was not as effective as the school had hoped so this strategy was changed mid year. Targeted additional teaching assistant support was put in place alongside targeted tuition sessions for children we were targeting for greater depth.</li> </ul>	£16,470
--	--	--	---	---------

iii. Other approaches				
Desired outcome	Chosen action/approach	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
<b>All Pupil Premium children will have improved attendance from 2015-16 to 2016-17 and attendance figures will be in line with national.</b>	Attendance officer 1 day per week	<p>Partially met</p> <p>Attendance has improved from last year for Pupil Premium children. There is still a gap between Pupil Premium and non Pupil Premium but the gap has narrowed. 93.86 PP, 95.5% Non PP. Persistent absence is significantly lower for Pupil Premium children. Still significantly below national.</p> <p>Attendance officer has supported the pastoral team capacity to be able to follow up on every absence swiftly and to support with attendance meetings and home visits.</p>	Attendance is still significantly below national. Attendance officer support will continue but we will also align additional pastoral staff to attendance, particularly focussing on attendance of Pupil Premium. (See attendance plan on SDP)	£6,000

<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>Prioritising Pupil Premium children for enrichment</p> <p>Funding for enrichment lunchtimes and after school clubs – TA/Teacher time</p> <p>Cost to subsidise trips</p> <p>Curriculum enhancement resources</p> <p>Pupil Premium parent support</p>	<p>The majority of children who are Pupil Premium children have taken part in an enrichment club over the past year. Pupil Premium children are prioritised for clubs and pupil voice shows that children enjoy their enrichment clubs. The parent support worker has been vital for engaging with hard to reach families and ensuring they are accessing enrichment opportunities.</p> <p>The Curriculum Assistant Head has worked with the middle leaders responsible for curriculum areas to improve our curriculum offer for children. The impact of this is that all our children are receiving a more effective wider curriculum and progress in subjects such as Science has increased. The educational visits offered throughout the school to all children are mapped out by the Curriculum lead to ensure all children, particularly Pupil Premium children are gaining these valuable educational experiences they may not otherwise have access to. Subsidising trips ensures access for all pupils.</p>	<p>We have greater uptake for lunchtime clubs as many of our children have further educational commitments after school. Therefore the curriculum lead has focussed particularly on offering lunchtime clubs this year. Pupil Premium will continue to be targeted for enrichment opportunities.</p>	<p>£33,054</p>
---	--	--	--	----------------