

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	578
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019-2022
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Asma Maqsood-Shah
Pupil premium lead	Laura Field
Governor / Trustee lead	Shufqat Khan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Infants = £58,411 Juniors = £103,565
Recovery premium funding allocation this academic year	Infants = £6,683 Juniors = £11,980
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£180,639

Part A: Pupil premium strategy plan

Statement of intent

Aims

- At High Hazels Academy, we have high expectations and aspirations for all our children and believe that no child should be left behind on account of their background or home life.
- We strongly believe that it is not about where you come from but your passion, thirst for knowledge and commitment to learning that makes the difference between success and failure. As such, we are determined to ensure that all our children are given every chance to realise their full potential whilst they are a pupil 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.

Principles

- The 'Best in Everyone' underpins our expectations for all pupil groups. We do not equate deprivation and challenge with low ability. We target underachievement at all levels.
- We ensure all teaching and learning opportunities are targeted to meet the needs of children at High Hazels Academy thus leading to equality of opportunity for all.
- We identify vulnerable groups, including the needs of those pupils deemed socially disadvantaged, through appropriate assessment and tracking.
- We recognise that not all pupils who qualify for the pupil premium are socially disadvantaged and not all socially disadvantaged pupils qualify or are registered as pupil premium. We therefore focus on the needs and levels of all our pupils.
- Pupil premium funding will be allocated through careful analysis of relevant data, which will identify classes, groups or individuals.
- We must acknowledge that before we accelerate progress, there are other barriers that we need to address: attendance, social and emotional factors and early intervention family support.
- We ensure that all disadvantaged children benefit from the funding, not just those who are underperforming.
- All our work through pupil premium is aimed at accelerating pupil progress and moving children to at least age-related expectations, initially in English and Maths, and closing the gap between disadvantaged pupils and their non-disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	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.
2	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.
3	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.
4	Attainment for children who are Pupil Premium across reading, writing and maths, particularly Pupil Premium boys.
5	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.
6	Poor attendance slows progress. Attendance rates for pupils eligible for PP are below the national expected attendance figures.
7	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.

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
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.	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.
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 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.
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.	95% of non-complex disadvantaged children will achieve their end of year targets in reading, writing and maths.
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.	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.
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.	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.
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 is at or above national average for pupil premium and non pupil premium pupils.

Activity in this academic year

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: £116,026

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop expertise in using language strategies to support children through the Language Interaction project and training for new teachers and KS1 teachers.	Children enter school with 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.	Key objective 1
Embedding the use of whole class pre teaching of vocabulary alongside shape coding to support speech, language and writing in FS1, FS2 and Y1.	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.	Key objective 1
To increase parental engagement with developing vocabulary and signing.	Proven impact that if children are supported with their speech and language through home and school progress will be stronger. Word Aware – national scheme.	Key objective 1
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.	EEF Toolkit Early Years Intervention is highly effective (+5 months). Oral language interventions (=5 months)	Key objective 1
Word Aware Pre teaching of vocabulary to be fully embedded in all lessons across the curriculum as a whole school approach. Whole class teaching provides opportunities for the development of language and PP children are prioritised for targeted support.	Word Aware is a nationally recognised scheme for pre teaching vocabulary. Impact of Quality first teaching on increase progress and attainment.	Key objective 2
Pre teaching language sessions implemented for all children below language proficiency C.	Oral language interventions (=5 months) Pre teaching vocabulary recommended as a strategy for all learners and particularly for children with EAL. Word Aware evidence.	Key objective 2
Shape Coding embedded as the approach to teaching new	FS2 writing data shows impact of approach.	Key objective 2

grammatical structures in FS2 and Y1.	Statistically significant rise in sentence formulation data from the ESCAL results 2017-18.	
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.	Key objective 3
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.	Research based evidence on Rosenshine.	Key objective 3
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.	EEF shows that mastery learning has a positive effect on pupil progress (+5 months).	Key objective 3
Inference training for all staff and engagement in the SSIF inference project.	Sheffield project funded by the Strategic School Improvement fund by lead literacy professionals.	Key objective 3
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.	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.	Key objective 3
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.	EEF Outdoor Adventure Learning (+3months) University of Cambridge research shows that trips and experiences improve children's learning experiences and have a positive impact.	Key objective 4
Emotional regulation and sensory support set up in every classroom and children are taught how to use this support to manage their emotions.	EEF - High Impact for very low cost (+8 months) Focus Psychology research paper on Mindfulness Healthy Minds project	Key objective 5
Further developing teacher knowledge on the impact of sensory needs for children and implementation of the new behaviour policy (Conscious Discipline).	Sensory project SSELP (funded project from Loral Trust). Wealth of research on the importance of meeting sensory needs. Ryegate Children's Centre sensory research Impact of pilot project at High Hazels 2018-19	Key objective 5
Philosophy for Children sessions are fully embedded at gold level and evidenced by appropriate recording.	EEF toolkit – Promising project – Initial results show good impact on children's understanding and ability to talk about complex issues and construct arguments.	Key objective 5

	It has proven positive impact on KS2 SATS scores.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £48,246

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	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	Key outcome 1 Key outcome 2
To continue to run the small group interventions that are proven to work to support reading and writing Fisher Family Trust, 1 st class Number 1 and 2. To start pre teaching vocabulary and precision teaching.	Intervention results for Fisher Family Trust and 1 st 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.	Key outcome 3

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

Budgeted cost: £44,649

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further developing teacher knowledge on the impact of sensory needs for children and implementation of the new behaviour policy (Conscious Discipline).	Sensory project SSELP (funded project from Loral Trust). Wealth of research on the importance of meeting sensory needs. Ryegate Children's Centre sensory research Impact of pilot project at High Hazels 2018-19	Key objective 5
Emotional regulation and sensory support set up in every classroom and children	EEF - High Impact for very low cost (+8 months) Focus Psychology research paper on Mindfulness	Key objective 5

are taught how to use this support to manage their emotions.	Healthy Minds project	
Work towards becoming an Attachment Aware school.	Wealth of evidence on the importance of secure attachment and the implications when children do not have this. Attachment Aware schools Attachment lead training	Key objective 5
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.	EEF Outdoor Adventure Learning (+3months) University of Cambridge research shows that trips and experiences improve children's learning experiences and have a positive impact.	Key objective 4
To ensure children's wellbeing and safety by supporting families eligible for pupil premium by subsidising uniform costs.	Increased feeling of inclusion.	Key outcome 5
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.	EEF Toolkit (+3 months) When parents are knowledgeable about how to support their child, we have seen previous impact on that child's learning.	Key outcome 3 Key outcome 4

Total budgeted cost: £208,923.70

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 2020 to 2021 academic year.

Light touch review – July 2021

What is working (how do we know)

- Speech and Language interventions in the infants is showing good progress.
- Word Aware in the infants showing good progress.
- Pupil Premium children have been prioritised for catch-up.

What needs subtle re-direction of resources (why)

- Word Aware approach to be introduced across school to develop the teaching of vocabulary.
- 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 remains poor.
- Attainment gap has widened with PP children not performing as well as non-PP children.
- Word Aware training and roll out was postponed due to Covid-19.

Thus funding re-directed to:

- To develop the teaching of vocabulary across school using the Word Aware approach.
- To develop a whole school approach to supporting emotional regulation (Trauma informed school and Conscious Discipline).
- Improving PP attendance.
- Increasing PP access to enrichment opportunities.
- Overstaffing to ensure catch-up provision for pupils who are not on track.

To ensure:

- Children catch up on missed learning due to school closures.
- 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 enrichment opportunities outside of the core curriculum.

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

Programme	Provider
Educational Psychologist	Focus Psychology
Food Parcels	FareShare