

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	Infants=263 FS2 - 90 Y1 - 88 Y2 - 85 Juniors = 359 Y3 – 88 Y4 – 91 Y5 - 89 Y6 - 91 Total = 622	Infants=49 (19%) FS2 – 16 Y1 - 19 Y2 – 14 Juniors=109 (30%) Y3 - 19 Y4 - 27 Y5 - 27 Y6 - 36 Total = 158 (25%)	Infants = £76,560 Juniors = £188,760 Total = £265,320	Light touch review 1	July 20
20/21 (estimate)	Infants - 265 Junior - 360	Infants - 50 Junior - 90	Infants = £76,560 Junior= £190,648	Light touch review 2	July 21
21/22 (estimate)	Infants - 270 Junior - 360	Infants - 50 Junior - 95	Infants = £76,560 Junior - = £192,554	Light touch review 3	July 22

2. Cohort information 2019-20				
	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			
	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%

Y1 Phonics screening	Pupils eligible for PP	All pupils	National average
% of children reaching GLD	73%	67%	82% (71% Disadvantaged)

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)

End of KS2	Pupils eligible for PP	All pupils	National average
% of children of children achieving the expected standard or above in reading, writing and maths	ARE 72% GD 8%	ARE 74% GD 10%	65% (GD 11%) Disadvantaged 51% (GD -5%)
% of children of children achieving the expected standard or above in reading	ARE 74% GD 33%	ARE 81% GD 37%	73% (GD 27%)
% of children of children achieving the expected standard or above in writing	ARE 72% GD 13%	ARE 77% GD 19%	78% (GD 20%)
% of children of children achieving the expected standard or above in maths	ARE 72% GD 23%	ARE 79% GD 31%	79% (GD 27%)
% of children of children achieving the expected standard or above in GPS	ARE 72% GD 46%	ARE 76% GD45%	78% (GD 36%)

4. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
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. Key Focus 9A
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. Key Focus 10
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. Key Focus 10
d	Attainment for children who are Pupil Premium in the current Y3, Y4 and Y5 across reading, writing and maths, particularly Pupil Premium boys. Key Focus 10 A-J
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 <i>(including issues which also require action outside school, such as low attendance rates)</i>	
g	Poor attendance slows progress. Attendance rates for pupils eligible for PP are below the national expected attendance figures.
h	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 (specific outcomes and how they will be measured)		Long term success criteria		
		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.	<p>Word Aware approach is used routinely in all subjects to teach vocabulary in school.</p> <p>85% of children on VIP make rapid progress to the next stage.</p> <p>Vocabulary organisers are embedded for children with SEN and PP.</p>	<p>Word Aware approach is embedded in school vocabulary teaching.</p> <p>90% of children on VIP make rapid progress to the next stage.</p> <p>100% of children who are NTE are accessing pre teaching and using vocabulary organisers.</p> <p>The majority of Level C children moved to Level D in English Proficiency.</p>	<p>Word Aware approach is used to teach vocabulary and incorporated into knowledge organisers for all children.</p> <p>95% of children on VIP make rapid progress to the next stage.</p> <p>Children spend a shorter amount of time at Level B and Level C in English Proficiency.</p>
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.	<p>Proportions of pupils working at and above the expected standard is at least in line with or above other pupils nationally.</p> <p>The ambitious and carefully sequenced curriculum provides a wide range of opportunities. The range of subjects help pupils acquire knowledge, understanding and skills and prepares children well for the next stage of their education.</p> <p>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.</p>	<p>Knowledge organisers are used consistently to support learning across the curriculum.</p> <p>Teaching is carefully designed to help children know more and remember more in the long term, resulting in 95% of children achieving their end of year targets.</p>	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.
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.	<p>All children have opportunities for emotional regulation and physical/sensory breaks throughout the day.</p> <p>Children with potential attachment needs are identified and support put in place.</p> <p>Leuven scale/pupil interviews shows increased pupil happiness.</p>	<p>Adults better understand attachment needs and know how to support children with these needs in their class.</p> <p>Our broad and balanced curriculum promotes equality and healthy minds. Staff, pupils and parents promote this.</p> <p>Pupil interviews/survey show improving physical and mental health.</p>	<p>Staff, pupil and parent ambassadors are in place to support healthy minds and bodies.</p> <p>Pupils are able to talk about how to keep their body and minds healthy.</p>
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.	<p>Attendance figures for children eligible for pupil premium will have increased on individual basis.</p> <p>There is a reduced number of Pupil Premium children who are PA.</p> <p>Above 95.5 in the Infant school</p> <p>Above 96% in The Junior school.</p>	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

18-19

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</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>	<table border="1"> <thead> <tr> <th>KS2</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>55% (non PP 71%)</td> <td>74% (non PP 81%)</td> </tr> <tr> <td>Writing</td> <td>59% (non PP 71%)</td> <td>72% (non PP 77%)</td> </tr> <tr> <td>Maths</td> <td>57% (non PP 90%)</td> <td>72% (non PP 79%)</td> </tr> </tbody> </table> <p>KS2 2017-18 to 2018-19 improvement in attainment. Difference between PP and non PP children and national both diminished.</p> <table border="1"> <thead> <tr> <th>KS1 PP</th> <th>Pupils eligible for Pupil Premium High Hazels</th> <th>Pupils eligible for Pupil Premium National average</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>61%</td> <td>62%</td> </tr> <tr> <td>Writing</td> <td>72%</td> <td>55%</td> </tr> <tr> <td>Maths</td> <td>67%</td> <td>62%</td> </tr> </tbody> </table> <p>KS1 attainment for children eligible for Pupil Premium was in line with or above national</p>	KS2	2017-18	2018-19	Reading	55% (non PP 71%)	74% (non PP 81%)	Writing	59% (non PP 71%)	72% (non PP 77%)	Maths	57% (non PP 90%)	72% (non PP 79%)	KS1 PP	Pupils eligible for Pupil Premium High Hazels	Pupils eligible for Pupil Premium National average	Reading	61%	62%	Writing	72%	55%	Maths	67%	62%	<ul style="list-style-type: none"> Continue to track progress of all children using targeted children grids. Continue to develop teacher pedagogy and understanding of Rosenshine principles. Alongside the speech and language therapist, continue to develop Shape Coding, particularly with 'lower core' in KS2. Continue successful development programme for Teach First, NQTs and RQTs. Continue to provide additional support and coaching where 	<p>Speech & Language support = £18000</p> <p>Classroom Monitor = £860</p> <p>Reading TLR = £6500</p> <p>Teach First = £11,000</p>
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<p>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>-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>average for Pupil Premium children, despite high levels of complex SEN within the children eligible for Pupil Premium.</p> <p>Y1 Phonics</p> <p>Pupils eligible for Pupil Premium attained better than non Pupil Premium and performed slightly above the national average for disadvantaged.</p> <ul style="list-style-type: none"> • Observations of teaching, book scrutinies and learning walks show evidence of an increase in good and better teaching across both schools. Where teaching is not yet good, areas of development are quickly identified, and support put in place. • In school data shows gap to be narrowing in most year groups. PP attainment in maths is higher than non pp in Y1,3 and 5. In Y6, PP attainment in maths is not far behind non PP and greatly increased on last year. 	<p>teaching is not consistently good or better.</p> <ul style="list-style-type: none"> • Pre teaching vocabulary teaching and vocabulary organisers to be used for more children throughout the school, following a successful pilot. • Continue to look at data with all PP and with PP with children with complex SEN removed in order to give context. Direct year on year comparison of PP does not give full picture due to high levels of complex SEN in FS2, Y2 and Y6 2018-19. • CPD for staff has had a greater impact on teaching this year. Following on from this CPD pathways will become more personalised. • Reading leader to continue to develop the teaching of reading through the strategies suggested on the SSIF training, particularly for staff newer to craft. 	<p>Early Years Environments = £25,000</p> <p>Speech & Language HLTA = £15679.40</p> <p>P4C programme = £2000</p> <p>Teacher Training = £25,000</p>
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<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>-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>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>FS2 ESCAL data The ESCAL assessment assesses a child's sentence formulation, vocabulary and comprehension. When a child is below the expected standard for their age, they are identified as being a red flag. <i>Sentence formulation red flags</i> Start of year: 90 % End of year: 46 %</p> <p><i>Comprehension red flags</i> Start of year: 51 % End of year: 7%</p> <p><i>Vocabulary red flags</i> Start of year: 32 % End of year: 8%</p> <ul style="list-style-type: none"> • Language interaction project checklist April 2019 showed improved language environment and strategies used by staff following on from training as a result of the 2018 check. 	<ul style="list-style-type: none"> • Continuation of speech and language assessment and intervention. • 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. • To develop parental engagement with vocabulary by introducing the Word Wizard pre teaching approach to EYFS parents and send home fridge words. • To extend the key language strategies and communication friendly environment to Y1. • Sign of the week 	<p>Family Learning Support staff = £11620.00</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>Provision for children in the lower core who are not SEND will be language rich and progress and attainment for</p>	<ul style="list-style-type: none"> • Where teaching is good or better, the lower core children are supported well and made good progress. 	<ul style="list-style-type: none"> • Some teachers lack a full understanding of how to plan for children who are NTE or in Early Acquisition and those who are developing competence. This 	

<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>these pupils will have improved.</p>	<ul style="list-style-type: none"> • Targeted children grids identify children who are lower core, both PP and non PP and where progress is slow these children have a senior or middle leader monitoring their learning regularly. • Word Aware is being used to pre teach vocabulary for lower core children and vocabulary organisers have been trialled and found to have good impact on reading and writing for the target group. 	<p>needs to be addressed in CPD next year.</p> <ul style="list-style-type: none"> • Develop teacher knowledge of Word Aware and further develop pre teaching vocabulary in quality first teaching. • Continue to use targeted children grids to identify and track lower core children. All leaders to continue to share the responsibility of monitoring and supporting teachers with developing lower core provision. • Continue to use English Proficiency codes. • Consider how to support Roma/Slovak speaking children in this group whose progress is slower. Speech and language pilot 2019-20. 	
<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</p>	<p>Children will be more aware of how they are feeling and will be able to talk about</p>	<p>Children in school have taken on leadership roles as Playground Friends and Sports Stars to support younger children with emotional regulation at playtimes, resulting in a reduction of incidents at lunchtimes. P4C</p>	<ul style="list-style-type: none"> • Behaviour policy to be adapted October 19 in line with United Learning guidance. • Further targeted work with greater structure to be 	

<p>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>and manage their emotions better.</p>	<p>has supported children to develop de-escalation strategies.</p> <p>New behaviour policy implemented, and key children identified for additional support to manage emotions for example via 5-point scale. This has resulted in staff understanding better how to support vulnerable children at times of crisis.</p> <p>Throughout school, children have been using the skills gained from P4C to help reason and debate, as well as solving playground issues.</p>	<p>completed via mighty minds project.</p> <ul style="list-style-type: none"> • To build on the Healthy Minds work to build a High Hazels team to champion emotional and mental health. • Change in leadership to ensure high quality outcomes for P4C. We will continue with the approach but develop it in pursuit of a gold award. Silver was gained Summer 2018. 	
<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>Increased opportunities for all children, prioritising those eligible for PP including Carmen, trips and Olympic athlete visitor in school helped to develop character education.</p> <p>A focus on developing the curriculum has meant there is now a better offer for children, particularly in creative arts.</p> <p>A range of enrichment clubs were offered to all children, pupil premium children were prioritised. 61% of Pupil Premium</p>	<p>2019/20 Music, art, history and geography curriculum assigned to Middle leaders. Middle leaders to receive support to further develop their curriculum area.</p>	<p>Art TLR = £7500</p> <p>Music Hub = £2000</p> <p>Carmen trip subsidiary = £2000</p>

		children who took part in an enrichment group in 2018-19.		
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
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.	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. <i>Communication and language action plan</i>	<ul style="list-style-type: none"> Speech and language interventions show good progress for the majority of children who are on speech and language interventions. Where children are struggling to progress, they are quickly identified and referred for more specialised speech and language support from the speech and language therapist on an individual communication plan. ☒ <p>LEAP All children accessing LEAP made progress through the intervention. 75% of the children involved in the LEAP intervention made at least one key word level of progress. Those with additional language needs made progress within the key word level they were working on.</p> <p>Red flags FS2</p>	<p>Progress for children who are Roma/Slovak speaking is slower than for other children with EAL. In 2019-20, High Hazels in conjunction with the speech and language team and Sheffield University are part of a pilot project looking at effective language approaches for these learners.</p> <p>Talk for Reading intervention piloted with Roma/Slovak speakers in 2018-19 and is being used to target children in KS1 and KS2, prioritising pupils eligible for Pupil Premium.</p> <p>Language interventions are vital to support our children and need to continue, as we continue to have a majority of children entering the school with low levels of language. Due to staff retiring or reducing their days we have a training need to ensure this high level of provision continues.</p>	<p>Intervention Lead = £19533.00</p> <p>Interventions = £6,000</p> <p>Roma/Slovak Attendance officer 2 days per week = £7000</p>

		<p>VIP (vocabulary improvement programme)</p> <p>All children accessing VIP made improvements in their vocabulary. Speech and language assessments showed gains for children in vocabulary, grammar and sentence formulation.</p> <p>VIP assessments showed that all children progressed within the level of VIP they were working. 55% of children involved in the VIP intervention progressed to the next level.</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>Pupil premium children were prioritised for enrichment.</p> <p>61% of Pupil Premium children who took part in /an enrichment group in 2018-19.</p>	<p>Pupil Premium children have been prioritised but do not necessarily attend even if invited. Identify if there are any patterns to non-attendance or specific groups in school and tailor enrichment to attract these children.</p> <p>How can we encourage parents of children eligible for Pupil Premium to pursue enrichment activities in and out of school. School website to display clubs and enrichment clearly in a timetable. Advertise top 5 free things to do in Sheffield to parents on website.</p>	<p>Enrichment = £10,000</p> <p>Enrichment Staffing = £ 15000</p>

<p>To continue to run the small group interventions that are proven to work to support reading and writing Fisher Family Trust, 1st 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 national through small group reading, writing and maths interventions.</p>	<p>Interventions and boosters are carefully chosen to maximise impact for our children. Interventions show significant progress. The use of SEND Central to track progress on interventions weekly means that interventions link well with quality first teaching maximising gains.</p> <p>1st class @ number 1. 92% of the children progressed. 59% made 3- 6 months progress. 25% made 7-12 months progress. 8% made 13-18 months progress.</p> <p>FFT All children made significant progress in this intervention with most of the children reaching the expected level for reading by the end of KS1. 82% made progress in Understanding about print. 92% made progress in written word tasks. 100% moved up at least 1 book band. (12% moved between 6 to 10 book bands). 59% made progress in HFW. * 53% made progress in letter recognition. * *For these areas some children were already scoring highly so did not show as much progress as other areas.</p> <p>Precision Teaching All children made significant progress on this daily intervention, including children</p>	<p>To ensure interventions are prioritised even when staff are absent to ensure good progress is maintained.</p> <p>Interventions continue to close the gap for children, and we will continue to use Pupil Premium to fund 1st class number and Fisher Family Trust.</p> <p>Precision teaching was a new intervention for 2018-19 which was targeted at pupil premium children with SEN or language needs, many of whom were struggling to progress with phonics. Reading progress for these children has improved and parental feedback has been excellent.</p>	<p>Support staff for Interventions = £60,000</p>
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		who were SEN and eligible for Pupil Premium.		
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.	Uniform has been subsidised where necessary for families identified as pupil premium. School now buys into Fairshare and some families are supported weekly with food parcels.	Continue with uniform subsidising and food parcels. Develop the use of Fairshare so more families can benefit from food donations which links to our healthy bodies objective for 2019-20.	Uniform = £7000 Trip Subsidiary = £10,000
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.	To ensure the engagement and involvement of parents in children's education which will lead to improved	Homework workshops led by year groups leads well attended with positive parental feedback. Homework club ceased to be delivered due to changes in the way homework is delivered in school and lack of uptake from appropriate/targeted families	Maths/reading groups to particularly target pupil premium/ vulnerable families. Roma/Slovak speaking member of staff to support with this.	Tuition = £20,000

<p>To support children and families eligible for pupil premium to complete high-quality homework through homework club</p>	<p>academic outcomes.</p>	<p>Y6 and y5 tuition continued to be delivered successfully.</p>	<p>Y6 and y5 tuition continued to be delivered successfully and will continue to be delivered.</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>PP attendance for 2018-19 (93.8%) improved on National PP attendance for that year (92.8%).</p> <p>2017-18 99 club supported attendance well and is popular with both pupils and parents.</p> <p>2018-19 Although club 99 was popular with both pupils and parents it had little impact on the attendance of pupil premium children</p>	<p>Attendance strategy to be reviewed</p> <p>99 club has been reviewed and the parts which have positive impact will be continued.</p>	<p>Prizes = £5,000</p>

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7. Planned expenditure

Academic years	2019 - 2022
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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

i. Quality of teaching for all

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 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,	Children enter school will significantly lower levels of language than average, particularly children eligible for Pupil Premium. Our speech and language support has historically shown good impact over since we started it. Our Y6 2018-19 were the first children to receive speech and language support in this way and they have	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	Assistant Head Inclusion	Review implementation at the end of each term.

	<p>In FS2 children's sentence formulation scores will be in line with the expected level for their age.</p>	<p>produced the best KS2 SATS results we have had.</p> <p>Training for FS2 and FS1 staff has resulted in a better standard of language modelling, evidenced through the language interaction project. This now needs to be given to new staff and KS1 staff.</p> <p>FS1 use a model for snack time used by the Sheffield specialist language centre.</p>	<p>session and planning the sessions with the team.</p>		
<p>Embedding the use of whole class pre teaching of vocabulary alongside shape coding to support speech, language and writing in FS1, FS2 and 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>Shape Coding case study report from High Hazels</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 Y1 staff team.</p> <p>Pupil Premium children are prioritised for pre teaching groups.</p>	<p>Assistant Head Inclusion</p> <p>Speech and language therapist</p> <p>FS2 lead</p>	<p>Review implementation in Spring 1.</p> <p>Review with end of year data/observations in Summer 2016.</p>

		shows impact since implementation.			
To increase parental engagement with developing vocabulary and signing.		<p>Proven impact that if children are supported with their speech and language through home and school progress will be stronger.</p> <p>Word Aware – national scheme.</p>	<p>Fridge words to go home – Key vocabulary for the next 2 week block.</p> <p>Vocabulary workshops run to show parents fun ways to teach vocabulary.</p> <p>Vocabulary Parade day run by Communication Champions.</p> <p>Ongoing support from speech and language therapist and specialist speech and language teaching assistants.</p>	<p>Assistant Head Inclusion</p> <p>Speech and language therapist</p> <p>FS2 lead and teachers</p>	Review 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.		<p>EEF Toolkit</p> <p>Early Years Intervention is highly effective (+5 months).</p> <p>Oral language interventions (=5 months)</p>	<p>Monitoring and evaluation of Early Years classrooms to ensure a high quality of provision to support oral language development.</p> <p>Adults to be trained to support children in the provision to build their language when children are using the outside provision.</p> <p>LEAP and Play and Say intervention activities are used in provision</p> <p>Children who are Pupil Premium are prioritised for additional small group intervention.</p>	Assistant Head EYFS	Review with end of year data

<p>Word Aware Pre teaching of vocabulary to be fully embedded in all lessons across the curriculum as a whole school approach.</p>	<p>Key objective 2 Vocabulary teaching and language strategies are fully embedded throughout the curriculum to ensure all children who do not have fluent English proficiency are supported to develop their vocabulary.</p>	<p>Word Aware is a nationally recognised scheme for pre teaching vocabulary.</p>	<p>Reading, writing leaders and the Assistant Head for inclusion will work together to embed this as a whole school approach.</p> <p>Graphic vocab organisers to link small group pre teaching to the classroom and to allow children to store the vocabulary to refer to at a later stage implemented.</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>Children not at the expected standard for writing who are Pupil Premium will be prioritised for vocabulary support linked to their writing.</p>	<p>Reading and writing leaders</p> <p>Assistant Head Inclusion</p> <p>All SLT</p>	
<p>Whole class teaching provides opportunities for children to use language and talk 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>Impact of Quality first teaching on increase progress and attainment.</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>SLT</p> <p>All assistant heads</p> <p>Assistant Head Inclusion</p>	<p>Review data at the end of each half term.</p> <p>Review with end of year data.</p>

			<p>Assessments and data analysis to ensure more children eligible for pupil premium are working towards greater depth.</p> <p>Reading leaders to support with developing the teaching of vocabulary in class.</p> <p>All new staff trained in the Word Aware approach</p>		
<p>Pre teaching language sessions implemented for all children below language proficiency C.</p>		<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>Pupil Premium children prioritised for language support.</p>	<p>TAs trained to deliver Word Aware pre teaching vocabulary groups.</p> <p>EAL breakfast clubs to be year group specific and link with stories and vocab being taught in class</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 leads</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 for these pupils.</p>
<p>Shape Coding embedded as the approach to teaching new grammatical structures in FS2 and Y1.</p>		<p>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</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>Writing leader,</p> <p>Curriculum Assistant Head</p>	<p>Review with data on a termly basis.</p>

<p>Shape Coding introduced for SEND and lower core children in KS2.</p>		<p>school for children with difficulties with sentence formulation.</p> <p>Statistically significant rise in sentence formulation data from the ESCAL results 2017-18.</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>Assistant Head Inclusion</p>	
<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>Key objective 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.</p>	<p>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.</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> <p>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.</p> <p><i>See Phonics Action Plan</i></p>	<p>Phonics leader</p>	<p>Review with data</p>
<p>Rosenshine principles of teaching in the context of writing.</p>		<p>Research based evidence on Rosenshine.</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>Writing leader, Curriculum Assistant Head</p>	<p>Review with data on a termly basis.</p>

<p>Refining the teaching of writing through the use of high-quality texts, vocabulary teaching, modelling and scaffolding learning.</p>	<p>Key Focus 10</p>		<p>Friday Flicks of books to monitor pupil progress and outcomes. All middle leaders to play a role in this monitoring.</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>Teachers to prioritise feedback for children who are Pupil Premium.</p> <p><i>See Writing Action Plans</i></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>EEF shows that mastery learning has a positive effect on pupil progress (+5 months).</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 children eligible for pupil premium are making good or better progress and the gap is diminishing</p> <p>Children who are not at the expected standard are prioritised for daily corrective teaching. Of this group,</p>	<p>Maths leader</p>	<p>Review with data on a termly basis.</p>

			<p>children who are Pupil Premium are prioritised for corrective teaching.</p> <p>Teachers to prioritise feedback for children who are Pupil Premium.</p>		
<p>Inference training for all staff and engagement in the SSIF inference project.</p>		<p>Sheffield project funded by the Strategic School Improvement fund by lead literacy professionals.</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 children eligible for pupil premium are making good or better progress and the gap is diminishing</p> <p>Teachers to prioritise feedback for children who are Pupil Premium.</p>	<p>Reading leaders</p>	
<p>To provide appropriate support to quickly develop good teaching for all</p>		<p>EEF funded - University of Manchester project ongoing.</p>	<p>NQT and student mentors to lead on this.</p> <p>All new staff have the opportunity to see good or better teaching in maths, reading and writing.</p>	<p>NQT mentor</p> <p>Teach First mentor</p>	

<p>NQTs and Teach First students.</p> <p>To provide coaching support for all new staff to ensure good teaching in all lessons.</p>		<p>NCTL research into lesson study approach has shown this to be successful in developing teaching and learning.</p> <p>EEF toolkit – effectiveness of coaching.</p>	<p>All NQTs will have seen a good or better lesson for reading, writing and maths in Autumn 1.</p> <p>NQT time is given in blocks with a specific focus and a senior leader leading the session.</p> <p>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.</p>	<p>SLT</p> <p>SLT</p>	
<p>To develop and facilitate a charter of enrichment which High Hazels children will have experienced by the time they transition to their next school and to ensure enrichment is embedded into the curriculum.</p>		<p>EEF Outdoor Adventure Learning (+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>

<p>Emotional regulation and sensory support set up in every classroom and children are taught how to use this support to manage their emotions.</p>	<p>Key objective 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.</p>	<p>EEF - High Impact for very low cost (+8 months)</p> <p>Focus Psychology research paper on Mindfulness</p> <p>Healthy Minds project</p>	<p>Pupil voice</p> <p>Parent workshops</p> <p>Delivered by teachers every day and supported by Ed Psych.</p> <p>Positive observed impact during test situations and positive impact on data.</p> <p>Inside Out work in all classes</p>	<p>Assistant Heads in each key stage</p> <p>Healthy Minds Champions</p>	<p>Reviewed each term.</p>
<p>Work towards becoming an Attachment Aware school.</p>		<p>Wealth of evidence on the importance of secure attachment and the implications when children do not have this.</p> <p>Attachment Aware schools</p> <p>Attachment lead training</p>	<p>Attachment training for all staff.</p> <p>Attachment lead to train and implement Attachment Aware approaches in school.</p>	<p>Attachment lead practitioner</p>	<p>Reviewed from Feb 2019 onwards when this will start to be implemented.</p>

<p>Further developing teacher knowledge on the impact of sensory needs for children and implementation of the new behaviour policy.</p>		<p>Sensory project SSELP (funded project from Loral Trust).</p> <p>Wealth of research on the importance of meetings sensory needs.</p> <p>Ryegate Children’s Centre sensory research</p> <p>Impact of pilot project at High Hazels 2018-19</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>Reduced number of recurrent behavioural incidents.</p> <p>Increased teacher knowledge of sensory and trauma issues ensures appropriate strategies are in place in class/school.</p>	<p>Assistant Head Inclusion</p> <p>Pastoral lead.</p> <p>Healthy Minds Champion</p>	<p>Reviewed in Spring 1</p> <p>Reviewed each half term.</p>
<p>Philosophy for Children sessions are fully embedded at gold level and evidenced by appropriate recording.</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 Gold Award completion</p> <p>Review on termly basis</p>
3 year budgeted cost					£360,000
i. Targeted support					
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?
<p>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.</p>	<p>Key Outcomes 1 and 2</p>	<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>	<p>Assistant Head Inclusion</p>	<p>Reviewed from Autumn 2 alongside data.</p> <p>Reviewed termly.</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>Key Outcome 4</p>	<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 interventions.</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> <p>SEN database is updated by TAs</p>	<p>Assistant Head Inclusion</p>	<p>Reviewed termly with data.</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>Termly reallocation of groups to ensure all children get a chance to attend a group/</p> <p>Child voice feedback</p>	<p>Assistant Head Curriculum</p> <p>Senior learning mentor</p>	<p>Reviewed termly</p> <p>Review whole school end of year with enrichment map</p>
<p>To continue to run the small group interventions that are proven to work to support reading and writing</p> <p>Fisher Family Trust, 1st class@Number 1 and 2.</p> <p>To start pre teaching vocabulary and precision teaching.</p>	<p>Key Outcome 3</p>	<p>Intervention results for Fisher Family Trust and 1st class@number 1 and 2 for the past 3 years.</p> <p>Recommended in What Works intervention evaluations.</p> <p>Evidence on pre teaching vocabulary word aware.</p> <p>Educational psychology recommendation of precision teaching.</p>	<p>Interventions are monitored through SEND central database with TAs inputting a weekly comment, monitored by the intervention lead.</p> <p>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>Assistant Head Inclusion</p> <p>Intervention lead</p> <p>Learning support assistants</p>	<p>Reviewed half termly and end on end of year data.</p>

<p>School to hold regular attendance and punctuality meetings with persistent absentees and those at risk</p>	<p>Attendance for children eligible for Pupil Premium is improved. All pupil premium children/families who have had attendance support have improved from the previous year.</p>	<p>Proven approach used to close the gap to national last year.</p>	<p>Daily leadership support of attendance team Weekly leadership monitoring Half termly reporting to governors Termly reporting to academy trust</p>	<p>CE</p>	<p>Termly</p>
<p>School to allocate additional two days of attendance team support targeted at vulnerable groups.</p>		<p>Parental engagement identified as a possible barrier. New staffing eliminates language barrier.</p>	<p>Daily leadership support of attendance team Weekly leadership monitoring Half termly reporting to governors Termly reporting to academy trust</p>		
<p style="text-align: right;">3 year budgeted cost</p>					<p>£400,000</p>

ii. Other approaches					
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 ensure children's wellbeing and safety by supporting families eligible for pupil premium by subsidising uniform costs.	Key outcome 5	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.	Pastoral lead	Reviewed 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 and 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 All subject leaders' / year leaders to support with delivery of interventions. Pastoral lead to monitor.	Curriculum Assistant Head Senior learning mentor	Reviewed termly
To support children and families eligible for pupil premium to complete high-quality homework through homework club.	Key outcome 3 and 4	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 Pastoral lead	Reviewed termly
3 year budgeted cost					50,000

8. Light touch review – July 2020

What is working (how do we know)

-
-

What needs subtle re-direction of resources (why)

-
-

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

-
-

Thus funding re-directed to:



To ensure:



9. Light touch review – July 2021

What is working (how do we know)

-
-

What needs subtle re-direction of resources (why)

-
-

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

-
-

Thus funding re-directed to:



To ensure:



Full three year review:2019-2022

Strategy Full Review		2019 - 2022		
iv. 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	Lessons learned (and whether you will continue with this approach)	Cost
v. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if	Lessons learned (and whether you will continue with this approach)	Cost
vi. Other approaches				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if	Lessons learned (and whether you will continue with this approach)	Cost

