

Pupil premium strategy statement – HHI

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

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

School overview

Detail	Data
School name	High Hazels Academy
Number of pupils in school	306
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 2025
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	
Pupil premium lead	Rebecca Mitchell
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	NI = £105,487
Recovery premium funding allocation this academic year	£0
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	£105,487

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 number 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.
Pupils eligible for Pupil Premium have access to a wide range of enrichment activities throughout the year. This is closely tracked and monitored to ensure high participation levels.	100% of disadvantaged pupils have accessed the enrichment offer within the year. Attendance to the clubs and groups is consistent and tracked.
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: 31,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers provide high quality verbal feedback throughout all lessons. Pupils eligible for Pupil Premium will be targeted first in lessons.	EEF (+6months) There is evidence to suggest that feedback involving meta-cognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Studies of verbal feedback show slightly higher impacts overall (+7 months).	3 and 4
Introduce and implement Kagan Structures as a collaborative learning approach.	EEF (+5) Evidence that an increased focus on collaborative learning structured around well-designed tasks leads to the greatest learning gains. Oracy a focus for our school, so talk and collaboration feature greatly in the classrooms; however, by receiving CPD on Kagan Structures will refine the collaborative learning approach to maximise impact.	2
Phonics <ul style="list-style-type: none"> To continue to improve the delivery and tracking of Read, Write Inc. ensuring this supports the attainment of children eligible for pupil premium 1:1 and small group phonics tutoring 	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. EEF Toolkit – (Small Group Tuition +4) Frequent sessions, three times a week or so, lasting up to an hour over about 10 weeks typically show the greatest impact.	4
Progress in Writing <ul style="list-style-type: none"> Word Aware Clicker training and used for pupils significantly below ARE 	EEF (Oral Language +6) Word Aware is a nationally recognised scheme for pre teaching vocabulary. Impact of Quality first teaching on increase progress and attainment.	2 and 4
Progress in Maths <ul style="list-style-type: none"> CLIC Maths Mastering Number Programme 	EEF (Mastery Learning +5) Research shows children from low resource backgrounds are likely to have poor number sense which is the biggest predictor of future attainment in all subjects. Our pp strategy in maths therefore focuses on developing number sense and fluency in key facts and procedures. This is proven to reduce cognitive load, increase flexible thought, increase the ability to solve problems and contribute to progress.	4
To develop the Early Years Foundation Stage and Y1 to make it a language rich environment to contribute to effective oral development,	EEF Toolkit Communication and language approaches (+6 months). Oral language interventions (+5 months) There is an extensive evidence base showing the impact of communication and language approaches, including a number of meta-analyses. The evidence is relatively	1

particularly in the outside provision.	consistent, suggesting that communication and language approaches can be successful in a variety of environments	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Progress in Reading <ul style="list-style-type: none"> - Small group interventions (FFT, Early Reading Programme) - Pre-teaching and Precision Teaching targeted to pupils with lower language acquisition 	EEF (+4months) Intervention results for Fisher Family Trust and 1 st class@number 1 and 2 for the past 3 years have had a positive impact. Recommended in What Works intervention evaluations. Evidence on pre teaching vocabulary word aware. Educational psychology recommendation of precision teaching which is a 1:1 EEF - Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.	4
Target PP children for Early Reading and Phonics intervention	EEF 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.	4
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 (+6 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	1, 2

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

Budgeted cost: £18,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Conscious Discipline training for all staff. Emotional Regulation – Trauma Informed Approach training for pastoral team and key year groups.	EEF (+4) Approaches to developing a positive school ethos improve discipline and overall engagement in learning. Highest impact seen in interventions that focus on self-management. Ryegate Children's Centre sensory research Impact of pilot project at High Hazels 2018-19 Healthy Minds project Focus Psychology research paper on Mindfulness	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. Participation in extracurricular activities has generally been shown to be beneficial for young people's educational outcomes (Farb & Matjasko, 2012; Snellman et al., 2015). Identified as a 'practical' aspect of cultural capital (Jæger, 2011, p. 295), it is conducive to the acquisition of cognitive abilities, normative orientations, and cultural codes that are recognized and rewarded in formal education (Barone, 2006; Kaufman & Gabler, 2004; Tramonte & Willms, 2010).	4
To ensure children's wellbeing and safety by supporting families eligible for pupil premium by subsidising uniform costs.	Increased feeling of inclusion.	7
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 (+4 months) When parents are knowledgeable about how to support their child, we have seen previous impact on that child's learning.	4
To increase parental engagement with developing vocabulary and signing.	EEF (+4) Proven impact that if children are supported with their speech and language through home and school progress will be stronger. Word Aware – national scheme.	1
Fare share and Breakfast Club.	Fiscal Studies and Education Endowment Foundation: +2 months additional academic progress in 1 year in schools with breakfast provision. A study by Policy Leeds (University of Leeds) 2020 - Childhood food poverty negatively impacts cognitive development, mental health and physical wellbeing, all of which affect educational attainment. Schools in areas of higher deprivation have lower progression to higher education and their pupils have limited future attainment	7
To provide high-quality texts to be sent home, from school and the local library, for pupil premium pupils to have greater access to books.	EEF (+4) Increasing parental engagement and encouraging positive interaction about learning/reading have shown positive impact. This approach, coupled with the increased	4

	understanding of the curriculum aims to have a positive impact on progress.	
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Total budgeted cost: £118,210

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.

Review – July 2022

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 in Early Years and impactful strategies are being rolled out across school.
- Increase to access to enrichment

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.

To ensure:

- Children catch up on missed learning due to absence.
- Progress and attainment of pupil premium pupils catch up to that of non-PP.
- 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.

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
Focus Psychology	Jagdish Barn
Food Parcels	Fareshare