

Hazelwood Schools Pupil Premium Strategy 2017-2018

| 1. Summary information | | | | | |
|-------------------------------|--------------------------------------|---|---------------------|---|---------------|
| School | Hazelwood Schools | | | | |
| Academic Year | 2017-18 | Total PP budget | £ 180,620 | Date of most recent PP Review | December 2017 |
| | | Total PP Spend | £ 197,000 | | |
| Total number of pupils | 720 330(Inf/n) 390 (Jn) | Number of pupils eligible for PP | (inf 38) (jn 82) | Date for next PP Strategy Review | March 2018 |

At Hazelwood we have high expectations and ambitions for our children and we believe that no child should be left behind. We are determined to ensure that our children are given every chance to realise their full potential and to be creative thinkers and problem solvers.

The Government believes that the Pupil Premium, which is in addition to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

It is for schools to decide how the Pupil Premium, allocated to FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However they will be held accountable for how they have used the additional funding to support pupils from low income families. From September 2016, schools are required to publish a Pupil Premium Strategy. This will ensure that parents are fully informed about the allocation, barriers faced by eligible pupils, how the funding is to be spent, how impact will be measured and the date the strategy will be reviewed. We also need to include how the allocation was spent the previous year and its impact on eligible and other pupils. **Our key objective is using the Pupil Premium Grant to diminish the difference between pupil groups.**

As a school we consistently track all groups of pupils to ensure that they are making good or better progress. Through targeted interventions we are working to eliminate barriers to learning and progress. For new entrants that start with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach or exceed age related expectations as they move through the school. We closely monitor how we are spending the allocated funds to ensure they are having an impact on pupil premium pupils' achievement.

**Hazelwood Infant School
Attainment (Y2 SATs 2016-2017)**

| | % HZ other EXS | % HZ PP EXS | % National other EXS | % HZ other GDS | % HZ PP GDS | % National Other GDS | |
|---------|--------------------------|-----------------------|--------------------------------|--------------------------|-----------------------|--------------------------------|--|
| Reading | 88 | 76 | 79 | 28 | 10 | 28 | |
| Writing | 87 | 67 | 72 | 15 | 5 | 18 | |
| Maths | 91 | 76 | 79 | 19 | 14 | 23 | |
| Phonics | 94 | 92 | 84 | | | | |

**Hazelwood Junior School
Attainment and Progress (Y6 SATs 2016-2017) * Unvalidated Data**

| | % HZ other EXS | % HZ PP EXS | % National other EXS | % HZ other GDS | % HZ PP GDS | % National other GDS | Progress score for all children | Progress score for PP children | Progress Score Against National Other | PP Progress Quintile |
|-------------------|--------------------------|-----------------------|--------------------------------|--------------------------|-----------------------|--------------------------------|---------------------------------------|--------------------------------------|---|----------------------------|
| Reading | 80 | 65 | 77 | 25 | 27 | 29 | 1.33 | 1.25 | 0.3 | Q2 |
| Writing | 80 | 69 | 81 | 33 | 15 | 21 | 1.26 | -0.76 | 0.2 | Q3 |
| Maths | 84 | 88 | 80 | 22 | 31 | 27 | 1.82 | 2.47 | 0.3 | Q1 |
| Combined (RWM) | 73 | 58 | 67 | 6 | 12 | 11 | | | | |
| GPS | 88 | 81 | 82 | 48 | 38 | 36 | | | | |

2. Barriers to future Attainment (for pupils eligible for PP)

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

- A. Low levels on entry YR of PP pupils particularly in communication, language and literacy
- B. A number of our PP children are also EAL and SEN
- C. Higher attaining PP children should be exceeding in line with their peers

External barriers *(issues that require action outside school, such as slow attendance rates)*

- D. Persistent absence of identified pupils
- E. Some home environments lack support for pupils' communication and literacy skills and are unable to provide a rich range of life experiences

| 3. Outcomes (Desired outcomes and how they will be measured) | | Success Criteria |
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| A. | Improved language skills for pupils eligible for PP children in the EYFS | Improved outcomes at the end of each key stage in reading and writing, with a 10% increase on 2017 data |
| B. | Additional targeted support for PP/EAL/SEN pupils and accelerated progress | Accelerated progress for targeted PP children shown throughout the year resulting in the gap closing and a greater number are on track and meeting age related expectations Track PP with additional needs as a key group |
| C. | Targeted support for higher attaining PP pupils so that a greater number exceed the national expectations | At least a 10% increase in the number of higher attaining PP children exceeding end of year expectations across the school. 2018 data shows that our higher attaining pupils are in line with national all |
| D. | Improved attendance for identified PP children with persistent absence | PP pupils attendance is in line or above the national data for 2017 Reduce the persistent absence of PP pupils from 2016-2017 data |
| E. | Clear identification of PP children who lack home support and targeted support in place | Feedback form targeted parents Accelerated progress evident for identified children |

| 4. Planned expenditure | | | | | |
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| Academic Year | | 2017-2018 | | | |
| 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 teaching for 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 | Review the implementation |
| Improve reading skills across the schools | <ul style="list-style-type: none"> - TT Education customised support - Staff Training - Parent Workshops - Interventions - Language rich environment | <ul style="list-style-type: none"> • Staff feedback from prior training • TT Education successful track record in supporting schools and raising standards • Reading and writing is not as strong as maths across the school and an area for whole school improvement | <ul style="list-style-type: none"> • Improved reading outcomes at all Key stages • Governors to visit and assess the impact of the training in class and on pupil motivation • Lesson observations and planning shows new strategies are embedded • All new staff inducted and supported • Supporting parents with developing subject knowledge in reading • Impact of language focus evident in books | DHT Working Party Literacy Leader | January 2018 March 2018 July 2018 |

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|---|--|--|--|------------------|---|
| Increase the number of children that exceed end of key stage expectations in reading, writing and maths | <ul style="list-style-type: none"> - Mastery within Maths project - Cross School moderation - Downsizing in Y6 for writing and maths - Love Reading incentive and storytelling sessions - RUFTA incorporated across the school - Pupil Progress meetings focus on pupils exceeding | <ul style="list-style-type: none"> • Key stage 1 and 2 results and internal data show that children are not exceeding expectation in RWM • Developing teachers knowledge and confidence in assessing and providing experiences that will allow children to exceed • A need to secure and share teacher judgements in reading and writing • Downsizing continues to show accelerated progress for children • Theatre/Storytelling/Parent workshops improve children's love of literature | <ul style="list-style-type: none"> • AHT and maths lead continue to work on the project and feed back to Governors • Attending PPA and supporting in class • Cross moderation is built into staff meetings across the year • ELC group continue to share best practice and key staff to attend meetings- SEND, assessment, English, • Monitoring progress of identified children who are targeted to exceed | AHT YGL HT | January 2018 March 2018 July 2018 |
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|---------------------|--|--|--|--|----------|
| Total budgeted cost | | | | | £ 83,000 |
|---------------------|--|--|--|--|----------|

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 | Review the implementation |
|---|---|---|---|--|---------------------------|
| Improve reading and writing skills for PP pupils who are also EAL/SEN | <ul style="list-style-type: none"> - Integrating English Project - Provide targeted interventions for pupils from R– Y6 - Provision map updated - Inclusion leader to monitor closely progress of key pupils - Create a key group to track | <ul style="list-style-type: none"> • Year group data shows that there are a number of children across the school who are PP/EAL/SEND • Writing and reading is a key focus for the school • Need to improve attainment and progress for PP/EAL/SEND pupils • Assessment data checkpoints show that we are not consistently closing the gap in all year groups for PP/EAL/SEND. • Data tells us that targeted interventions have a positive impact on progress. • Data tells us that we need to continue with targeted support to prevent gaps from widening for some pupils with SEND/PP/EAL | <ul style="list-style-type: none"> • All Y6 staff attend the 4 days of training • Monitoring impact across the curriculum • Reporting the impact of the project and rolling out the teaching strategies across the school • Improved impact for our PP/EAL pupils • SENDCo to lead on termly monitoring of interventions and measuring impact and progress • SEND Working Party meetings each term to discuss initiatives and progress. • Building capacity within the SEND Team to increase training and access to Learning Mentors | HT/AHT Year 6 Team SLT SENDCo HLTAs TAs LSA SEND Governor | March 2018 July 2018 |

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| Increase the number of PP children who meet and exceed end of year expectations across the school | <ul style="list-style-type: none"> - Targeted interventions from R – Y6 - Easter School - Range of case studies to demonstrate | <ul style="list-style-type: none"> • Some children need targeted support to ensure they are making accelerated learning in Y4 and Y5 • Some PP children need continued targeted support to maintain accelerated progress in school as they do not get consistent support at home starting points are different from many non PP children • Research tells us that case studies have a beneficial impact on the learners and the school community | <ul style="list-style-type: none"> • Monitor impact of Interventions termly • Pupil Progress meetings are rigorous and impact of interventions is measured • Year 6 teachers and SLT will deliver Easter School • Children and parents' views are included in all case studies • Case studies will be reviewed by SLT • Governors ask for results of PP Strategy | AHTs YGL CTs Inclusion HLTAs TAs | January 2018 March 2018 July 2018 |
| Total budgeted cost | | | | | £90,000 |
| III. Other Approaches | | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | Review the implementation |
| Additional support for PP and EAL parents who have limited language skills/acquisition of the English language | <ul style="list-style-type: none"> - EAL Teacher in Reception to liaise with new parents - Interpreters to support good communication with parents - ESOL classes | <ul style="list-style-type: none"> • Effective collaboration with parents supports pupils' learning and progress (research) • Engagement with parents in the school environment has a positive impact on EAL children's language development | <ul style="list-style-type: none"> • Monitor attendance and engagement of parents at coffee mornings and workshops • Monitor parental engagement both formally and informally and adopt next steps approach to encourage better communication and participation | AHT – Inclusion HLTA | January 2018 March 2018 July 2018 |
| PP children should have the same access to a rich range of experiences and opportunities as those from wealthier backgrounds | <ul style="list-style-type: none"> - Fund/part fund educational visits, enrichment activities, music lessons, clubs and breakfast and after school care | <ul style="list-style-type: none"> • We believe in developing the whole child and through parent, child communication we know how much value is placed on developing sport, music, drama, thinking skills and art and the impact that this has on standards and pupil well-being | <ul style="list-style-type: none"> • Introduction of new clubs to develop a wide range of skills and interests • PP children are tracked individually to analyse support, enrichment and outcomes | MG SENDCo AHT | January 2018 March 2018 July 2018 |
| Remove barriers to learning through additional support for pupils' emotional well-being | <ul style="list-style-type: none"> - Fund HEWS to support identified vulnerable children | <ul style="list-style-type: none"> • Evidence shows that children's emotional well-being has a huge impact on behaviours for learning. | <ul style="list-style-type: none"> • Buying in additional support for those children who are causing concern from outside agencies e.g. SALT, EPS, and HEWS. | Inclusion Leader | July 2018 |
| Improve attendance of children who are identified as persistently absent | <ul style="list-style-type: none"> - Rigorous monitoring of attendance by Welfare Officer - Regular notices in the newsletter which focus on year group | <ul style="list-style-type: none"> • Improved overall attendance figures for 2016-17 • Internal monitoring shows a number of children identified as PA | <ul style="list-style-type: none"> • Weekly monitoring of attendance and record follow up • Involvement of EWO with PA families • Incentives for improved PA pupils • Assemblies to celebrate attendance | Attendant e leader | January 2018 March 2018 July 2018 |

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|----------------------------|--|--|--|--|---------|
| | attendance and the benefits of good attendance | | | | |
| Total budgeted cost | | | | | £24,000 |

5. Review of Expenditure 2017-2018

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| Previous Academic Year | 2017-2018 |
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i. Quality of teaching for all

| 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 £ |
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ii. 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 £ |
|-----------------|--------------------------|--|--|--------|
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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 |
|-----------------|--------------------------|--|--|------|
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