

Hazelwood Schools Pupil Premium Strategy Review 2016-2017

5. Review of Expenditure 2016-2017				
Previous Academic Year	2016-2017			
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 £44,000
Improve writing skills across the schools	TT Education customised support	-KS1 writing is well above national at the expected standard and a little below at greater depth -PP children are broadly in line with national all the expected standard but below at greater depth -KS2 writing attainment is above at the expected standard and well above at greater depth -PP children's attainment is below national all at the expected standard and at greater depth	-Continue to have a focus on writing for all pupils but with a focus on reading into writing -Continue to improve the number of children achieving greater depth	
Improve reading skills across the school Improve better parental engagement with reading activities at home.	-Improve the range of guided and independent reading books across the school -Introduce discrete teaching of reading skills- RUFTA (in Guided Reading sessions and English lessons) -Parent curriculum meetings on reading	-KS1 reading was above national at the expected standard and broadly in line at greater depth -PP children were in line with national all at the expected standard but below at greater depth -KS2 reading was above national at the expected standard and slightly above greater depth -PP children were below national all at the expected standard but above national all at greater depth -All groups made better progress than national	Reading still a focus but more on interventions Run parent workshops on comprehension within reading PP getting to the expected and greater depth More work with parents next year	
Improve children's understanding of words and develop a wider range of vocabulary	Whole school project - The Power of Words	-All children have a greater focus on developing new vocabulary and identifying unknown words in their reading	Continue next year	
Increase the number of children, including PP, that exceed end of Key stage expectations – in reading, writing and maths	Mastery within Maths project (NCETM/maths hub) -Cross School	-See above for Reading and Writing -KS1 maths is well above at the expected standard but a little below at greater depth	Continue with a focus on achieving a greater number of all children, including PP, achieving greater depth	

	<p>moderation of mastery in maths</p> <p>-Excellence in Learning Community publication of ARE and Greater Depth book- writing</p> <p>-Downsizing in Y6 for writing and maths</p> <p>-Love Reading incentive and storytelling sessions</p>	<p>-PP at the expected standard are slightly above national all but below at greater depth</p> <p>-KS2 maths is well above national at the expected standard and slightly above greater depth</p> <p>-PP children exceed national all at both the expected standard and greater depth</p> <p>-PP children also exceed national non- disadvantaged pupils at both expected standard and greater depth</p> <p>-All groups made better progress than national</p>	
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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 £133,405																					
Improve reading and writing skills for PP pupils who are also EAL	Integrating English Project	<p>-Teachers have found the training very useful in further developing their practice.</p> <p>-Developing language skills is a clear focus across the school and all children are benefiting from the IE project.</p> <p>KS1 PP/EAL</p> <table border="1"> <tr> <td>9 children</td> <td>EXS</td> <td>GDS</td> </tr> <tr> <td>Reading</td> <td>67%</td> <td>67%</td> </tr> <tr> <td>Writing</td> <td>0%</td> <td>0%</td> </tr> </table> <p>KS2 PP/EAL</p> <table border="1"> <tr> <td>9 children</td> <td>EXS</td> <td>GDS</td> <td>Average Score</td> </tr> <tr> <td>Reading</td> <td>44%</td> <td>22%</td> <td>101.8</td> </tr> <tr> <td>Writing</td> <td>67%</td> <td>11%</td> <td></td> </tr> </table>	9 children	EXS	GDS	Reading	67%	67%	Writing	0%	0%	9 children	EXS	GDS	Average Score	Reading	44%	22%	101.8	Writing	67%	11%		End of project but will continue to use strategies to improve children's reading and writing	
9 children	EXS	GDS																							
Reading	67%	67%																							
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9 children	EXS	GDS	Average Score																						
Reading	44%	22%	101.8																						
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Improve reading and writing skills for PP pupils who are also SEND	Provide targeted interventions for pupils from R– Y6 (Provision map being updated)	<p>ALL SEN/PP children have made progress that is appropriate for their level of need.</p> <p>-However not all have met the expected standard.</p> <p>KS1 PP/SEN</p> <table border="1"> <tr> <td>2 children</td> <td>EXS</td> <td>GDS</td> </tr> <tr> <td>Reading</td> <td>50%</td> <td>50%</td> </tr> <tr> <td>Writing</td> <td>0%</td> <td>0%</td> </tr> </table>	2 children	EXS	GDS	Reading	50%	50%	Writing	0%	0%	Continue to review the provision for SEND/PP children and ensure appropriate support is helping children make accelerated progress													
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Reading	50%	50%																							
Writing	0%	0%																							

		<p>KS2 PP/SEN</p> <table border="1"> <tr> <td>5 children</td> <td>EXS</td> <td>GDS</td> <td>Average Score</td> </tr> <tr> <td>Reading</td> <td>40%</td> <td>20%</td> <td>100.6</td> </tr> <tr> <td>Writing</td> <td>20%</td> <td>0%</td> <td></td> </tr> </table>	5 children	EXS	GDS	Average Score	Reading	40%	20%	100.6	Writing	20%	0%		
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Increase the number of PP children who exceed end of year expectations across the school	<ul style="list-style-type: none"> -Accelerated Leader of Learning and Assistant Headteacher supporting key year groups to support accelerated progress. -Targeted interventions from R – Y6(See Provision maps) -Easter School for Y6 -Range of case studies to demonstrate collaborative approach which includes parent and pupil voice. 	<p>KS1 In year 2 we had 21 PP children and the few who didn't make the expected standard in R/W/M had additional needs</p> <p>KS2 -In year 6 we had 26 PP children and the few who didn't make the expected standard in R/W/M had additional needs -Across the school PP children are making good or accelerated progress and more PP children are reaching the expected standard</p>	Continue with targeted intervention to ensure all PP children reach at least the expected standard and look at ways to support PP children to achieve greater depth												
Ensure accelerated progress for all PP children	<ul style="list-style-type: none"> -SLT members target and support identified year groups. -Raise expectations for targeted PP pupils from R – Y6. -TAs and LSAs are used effectively to secure good rates of progress for all pupils. 	<p>KS1 PP -The majority of PP children made good and some made accelerated progress from their Rec baseline</p> <p>KS2 PP -PP children made good and accelerated progress -Reading: better progress than national all and national other -Writing: just below the progress made by national all -Maths better progress than national all and national other</p>	Continue to track PP children and provide additional support where appropriate												
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 £18,720											
Additional support for PP parents who have limited language skills/acquisition of the English language	<ul style="list-style-type: none"> -Coffee Mornings for Reception and KS1 parents -Workshops for Reception and KS1 parents -EAL Teacher in Reception to liaise with 	<ul style="list-style-type: none"> -These are excellent resources and feedback shows that parents really value the provision -Parents feel that they are able to support their children better at home 	Continue next year												

	new parents -Interpreters to support good communication with parents		
PP children should have the same access to a rich range of experiences and opportunities as those from wealthier backgrounds	-Fund/part fund educational visits, enrichment activities, music lessons, clubs and breakfast and after school care	-Identified children's music lessons are funded along with some school opportunities and educational visits	Continue next year
Remove barriers to learning through additional support for PP pupils' emotional well-being	-Fund HEWS to support identified vulnerable children	-Increased emotional needs and mental health issues seen across the school and HEWS support has been invaluable to identified individuals	Continue next year
Improve attendance of FSM pupils within KS1	-Rigorous monitoring of attendance by Welfare Officer & DHT -Regular notices in the newsletter which focus on year group attendance and the benefits of good attendance.	FSM attendance in the infant school has improved since 2015-2016 and this no longer a weakness <i>(un-validated data for 2016-2017)</i>	Continue to work with students, parents and the EWO on improving attendance for all

Hazelwood	2014	2015	2016	2016
KS1 ALL	96.30	95.20	95.30	96.72↑
KS1 FSM	93.50	93.80	94.60*	95.76↑
KS1 Non FSM	95.80	95.50	95.40	96.74↑