

Hazelwood Schools Pupil Premium Strategy 2018-2019

1. Summary information					
School	Hazelwood Schools				
Academic Year	2018-19	Total PP budget	£168,946	Date of most recent PP Review	December 2018
		Total PP Spend	£120,506		
Total number of pupils	732 350(Inf/n) 382(Jn)	Number of pupils eligible for PP	(inf 29) (jn 81)	Date for next PP Strategy Review	December 2019

At Hazelwood school teachers and staff plan effectively for all children and consider the outcomes for them. High expectations are very much part of the school ethos and it is our aim to ensure that pupil premium children make the desired progress in line with their peers. Rigorous monitoring and tracking of progress and attainment allows us to provide suitable interventions and opportunities that best match the needs of the individual child. Quality first teaching remains the bedrock of the school and it is the daily experience that a child receives in the classroom that helps to improve attainment and accelerate progress. Carefully tailored interventions are also used to diminish the difference in attainment between pupil groups.

The local government provide pupil premium funding to support the needs of children that are disadvantaged and close the attainment gap between them and their peers. In 2017-2018, 120 children received Pupil Premium funding of £180,620 and the total spend was £197,000. There are currently 110 pupil premium children based on data produced on: (28.01.19). (31 children in Infants and 79 in the Juniors). The school continues to assess the impact of the needs of all children and ensures that funding continues to be used to support the needs of children.

The following initiatives have supported the Pupil premium strategy:

The recruitment of a Special educational needs teacher supports the delivery of quality first teaching; as well as tailoring programmes for individuals and groups. The Learning mentor provides support to targeted children with social, emotional and mental health needs. Further specialist support can also be sourced for families also. Interventions – provide additional support from trained specialists or teaching assistants. These interventions enrich the learning of children by targeting and developing areas of need.

Provision of curriculum enrichment opportunities across Physical Education, Spanish, Art & Music are used to enrich the experiences of all children and widen the participation of all children. Additional training for staff provides support for children to gain enriched experiences in and out of class. The school continues to evaluate and assess how the Pupil Premium funding will be allocated and spent as we are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However, we will be held accountable for how we use 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 children 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.

2. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor language skills)</i>	
A.	Some PP children commence with low levels on entry in communication, language and literacy
B.	Higher attaining PP children should be exceeding in line with their peers
External barriers <i>(issues that require action outside school, such a slow attendance rates)</i>	
C.	Some home environments lack exposure to an enriched language environment.

3. Outcomes (Desired outcomes and how they will be measured)		Success Criteria
A.	Improved language support for pupil premium children.	Improved outcomes at the end of each key stage in reading and writing, with a 10% increase in 2019 data.
B.	Targeted support for higher attaining Pupil Premium children, 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. 2019 data shows that our higher attaining pupils are in line with national figures.
C.	Clear identification of Pupil Premium children who require additional home and targeted support.	Good progress evident for identified children.

4. Planned expenditure																																																																																	
Academic Year		2018-2019																																																																															
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																																																																												
To improve the writing skills across the schools.	<ul style="list-style-type: none"> - Staff Training - Parent Workshops - Interventions - Language rich environment. - Quality first teaching. 	<ul style="list-style-type: none"> • OFSTED identified the need to embed writing skills so children make better progress and a higher proportion reach GD. <table border="1"> <thead> <tr> <th></th> <th>Reading % at ARE</th> <th>Writing % at ARE</th> <th>Maths % ARE</th> </tr> </thead> <tbody> <tr> <th>Y</th> <th>Secure</th> <th>Secure</th> <th>Secure</th> </tr> <tr> <td>1</td> <td>77</td> <td>76</td> <td>79</td> </tr> <tr> <td>2</td> <td>84</td> <td>80</td> <td>82</td> </tr> <tr> <td>3</td> <td>74</td> <td>55</td> <td>70</td> </tr> <tr> <td>4</td> <td>63</td> <td>51</td> <td>57</td> </tr> <tr> <td>5</td> <td>70</td> <td>55</td> <td>74</td> </tr> <tr> <td>6</td> <td>75</td> <td>64</td> <td>74</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="5">Writing</th> </tr> <tr> <th rowspan="2"></th> <th colspan="2">ARE</th> <th colspan="2">GD</th> </tr> <tr> <th>PP</th> <th>Non-PP</th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>56%</td> <td>64%</td> <td>11%</td> <td>19%</td> </tr> <tr> <td>Y2</td> <td>67%</td> <td>64%</td> <td>7%</td> <td>16%</td> </tr> <tr> <td>Y3</td> <td>24%</td> <td>38%</td> <td>6%</td> <td>22%</td> </tr> <tr> <td>Y4</td> <td>30%</td> <td>44%</td> <td>5%</td> <td>17%</td> </tr> <tr> <td>Y5</td> <td>42%</td> <td>27%</td> <td>25%</td> <td>40%</td> </tr> <tr> <td>Y6</td> <td>39%</td> <td>56%</td> <td>22%</td> <td>43%</td> </tr> </tbody> </table>		Reading % at ARE	Writing % at ARE	Maths % ARE	Y	Secure	Secure	Secure	1	77	76	79	2	84	80	82	3	74	55	70	4	63	51	57	5	70	55	74	6	75	64	74	Writing						ARE		GD		PP	Non-PP	PP	Non-PP	Y1	56%	64%	11%	19%	Y2	67%	64%	7%	16%	Y3	24%	38%	6%	22%	Y4	30%	44%	5%	17%	Y5	42%	27%	25%	40%	Y6	39%	56%	22%	43%	<ul style="list-style-type: none"> • Improved writing outcomes in Year 1, 2, 4 5 & 6 for pupil premium children. • Governor's visits measure 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 writing skills. • Impact of language focus evident in books. 	DHT Working Party Literacy Lead	DEC 2018 APR 2019 JUL 2019
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To increase the number of children that exceed end of Key Stage expectations in reading,	<ul style="list-style-type: none"> - Mastery within Maths. - Cross School moderation - Raising achievement meetings focus on pupils 	<ul style="list-style-type: none"> • Developing teachers' knowledge and confidence in assessing and providing experiences that will allow children to exceed. 	<ul style="list-style-type: none"> • Lesson observations highlight an improved level of variation when teaching maths mastery. • Learning walks provide further 	AHT YGL HT SLT	DEC 2018 APR 2019 JUL 2019																																																																												

writing and maths	exceeding. - GD Venn Diagrams highlight children who need/have the potential to be exceeding - Introduction of NFER assessments - Whole class reading.	<ul style="list-style-type: none"> A need to secure and share teacher judgements in reading and writing – introduction of NFER assessment. <table border="1" data-bbox="712 229 1211 504"> <thead> <tr> <th colspan="2"></th> <th colspan="2">At ARE</th> <th colspan="2">At GD</th> </tr> <tr> <th colspan="2"></th> <th>PP</th> <th>Non-PP</th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>Rdg</td> <td>Y2</td> <td>47%</td> <td>46%</td> <td>26%</td> <td>29%</td> </tr> <tr> <td></td> <td>Y6</td> <td>29%</td> <td>50%</td> <td>26%</td> <td>36%</td> </tr> <tr> <td>Wtg</td> <td>Y2</td> <td>67%</td> <td>64%</td> <td>7%</td> <td>16%</td> </tr> <tr> <td></td> <td>Y6</td> <td>39%</td> <td>56%</td> <td>22%</td> <td>43%</td> </tr> <tr> <td>Mths</td> <td>Y2</td> <td>80%</td> <td>59%</td> <td>13%</td> <td>27%</td> </tr> <tr> <td></td> <td>Y6</td> <td>55%</td> <td>53%</td> <td>6%</td> <td>33%</td> </tr> </tbody> </table> <table border="1" data-bbox="712 571 1211 746"> <thead> <tr> <th colspan="2"></th> <th colspan="4">Combined</th> </tr> <tr> <th colspan="2"></th> <th colspan="2">At ARE</th> <th colspan="2">At GD</th> </tr> <tr> <th>Year</th> <th></th> <th>PP</th> <th>Non-PP</th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>Y2</td> <td></td> <td>40%</td> <td>57%</td> <td>7%</td> <td>14%</td> </tr> <tr> <td>Y6</td> <td></td> <td>53%</td> <td>61%</td> <td>0%</td> <td>19%</td> </tr> </tbody> </table>			At ARE		At GD				PP	Non-PP	PP	Non-PP	Rdg	Y2	47%	46%	26%	29%		Y6	29%	50%	26%	36%	Wtg	Y2	67%	64%	7%	16%		Y6	39%	56%	22%	43%	Mths	Y2	80%	59%	13%	27%		Y6	55%	53%	6%	33%			Combined						At ARE		At GD		Year		PP	Non-PP	PP	Non-PP	Y2		40%	57%	7%	14%	Y6		53%	61%	0%	19%	evidence. <ul style="list-style-type: none"> Cross moderation is built into staff meetings across the year ELC network continues to share best practice and key staff to attend meetings. Monitoring progress of identified children who are targeted to exceed. 	Lit lead Maths lead	
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To improve the writing skills for pupil premium children.	<ul style="list-style-type: none"> Introduce cursive writing in reception. Provide targeted interventions for children in Year 1– 6 Provision map updated SENCO/ AHT & Data manager to monitor closely the progress of key pupils. 	<ul style="list-style-type: none"> OFSTED identified that teachers need to challenge and improve PP progress so more children achieve expected standards <table border="1" data-bbox="712 1187 1211 1362"> <thead> <tr> <th colspan="2"></th> <th colspan="4">Writing</th> </tr> <tr> <th colspan="2"></th> <th colspan="2">At ARE</th> <th colspan="2">At GD</th> </tr> <tr> <th>Year</th> <th></th> <th>PP</th> <th>Non-PP</th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>Y2</td> <td></td> <td>67%</td> <td>64%</td> <td>7%</td> <td>16%</td> </tr> <tr> <td>Y6</td> <td></td> <td>39%</td> <td>56%</td> <td>22%</td> <td>43%</td> </tr> </tbody> </table>			Writing						At ARE		At GD		Year		PP	Non-PP	PP	Non-PP	Y2		67%	64%	7%	16%	Y6		39%	56%	22%	43%	<ul style="list-style-type: none"> Monitor the impact across the curriculum. Formal observations. Data reveals improved impact for Pupil Premium/EAL children. SENDCo to lead on termly monitoring of interventions and measuring impact and progress. SEND Working Party meetings each term to discuss initiatives and 	HT/AHT Year 6 Team SLT SENDCo HLTAs TAs LSA SEND	DEC 2018 APR 2019 JUL 2019
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	<ul style="list-style-type: none"> - Create a key group to track. - Raising achievement meetings. 	<ul style="list-style-type: none"> • Developing writing skills is a key focus for the school. <table border="1" data-bbox="752 280 1169 587"> <thead> <tr> <th colspan="5">Writing</th> </tr> <tr> <th></th> <th colspan="2">ARE</th> <th colspan="2">GD</th> </tr> <tr> <th></th> <th>PP</th> <th>Non-PP</th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>56%</td> <td>64%</td> <td>11%</td> <td>19%</td> </tr> <tr> <td>Y2</td> <td>67%</td> <td>64%</td> <td>7%</td> <td>16%</td> </tr> <tr> <td>Y3</td> <td>24%</td> <td>38%</td> <td>6%</td> <td>22%</td> </tr> <tr> <td>Y4</td> <td>30%</td> <td>44%</td> <td>5%</td> <td>17%</td> </tr> <tr> <td>Y5</td> <td>42%</td> <td>27%</td> <td>25%</td> <td>40%</td> </tr> <tr> <td>Y6</td> <td>39%</td> <td>56%</td> <td>22%</td> <td>43%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • End of year Y2 & 3 data shows insufficient progress in writing. <table border="1" data-bbox="734 751 1075 847"> <thead> <tr> <th></th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>Y2</td> <td>5.69</td> <td>5.91</td> </tr> <tr> <td>Y3</td> <td>5.29</td> <td>6.38</td> </tr> </tbody> </table>	Writing						ARE		GD			PP	Non-PP	PP	Non-PP	Y1	56%	64%	11%	19%	Y2	67%	64%	7%	16%	Y3	24%	38%	6%	22%	Y4	30%	44%	5%	17%	Y5	42%	27%	25%	40%	Y6	39%	56%	22%	43%		PP	Non-PP	Y2	5.69	5.91	Y3	5.29	6.38	<p>progress.</p> <ul style="list-style-type: none"> • Raising achievement meetings will provide opportunities for teachers to reflect on practice and quality first strategies. • SEND case study and data tracked. 	Governor	
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<p>Increase the number of pupil premium children who meet and exceed end of year expectations across the school.</p>	<ul style="list-style-type: none"> - Targeted interventions from R – Y6 - Use case studies to track progress. - Targeted interventions. - Venn Diagrams highlight PP children. - Whole class reading. - Explore breakfast booster group. 	<table border="1" data-bbox="712 978 1086 1281"> <thead> <tr> <th colspan="3">Combined</th> </tr> <tr> <th>Year</th> <th>Secure -1</th> <th>Secure</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>81.1%</td> <td>66.7%</td> </tr> <tr> <td>2</td> <td>83.3%</td> <td>77.2%</td> </tr> <tr> <td>3</td> <td>73.9%</td> <td>48.9%</td> </tr> <tr> <td>4</td> <td>62.2%</td> <td>45%</td> </tr> <tr> <td>5</td> <td>68.9%</td> <td>52%</td> </tr> <tr> <td>6</td> <td>72.6%</td> <td>60.5%</td> </tr> </tbody> </table> <p>Some children need targeted support to ensure they are making accelerated</p>	Combined			Year	Secure -1	Secure	1	81.1%	66.7%	2	83.3%	77.2%	3	73.9%	48.9%	4	62.2%	45%	5	68.9%	52%	6	72.6%	60.5%	<ul style="list-style-type: none"> • Monitor impact of Interventions termly. • Pupil Progress meetings are rigorous and impact of interventions is measured • Children and parents' views are included in all case studies • Case studies will be reviewed by SLT • Pupil premium strategy is shared with governors. 	AHTs YGL CTs Inclusion HLTAs TAs	DEC 2018 APR 2019 JUL 2019																														
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		<p>learning in Y4 and Y5</p> <ul style="list-style-type: none"> 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 																																		
Total budgeted cost					£50,000																															
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																												
To provide support to parents who have English as an additional language.	<ul style="list-style-type: none"> EAL HLTA lead support emerging EAL children ESOL classes and family learning workshop. Interpreters to support good communication with parents. Specialist workshops for parents. ESOL classes. 	<table border="1"> <thead> <tr> <th>Year Group Context</th> <th>PP</th> <th>EAL</th> <th>SEND</th> </tr> </thead> <tbody> <tr> <td>Y1 (89)</td> <td>9</td> <td>33</td> <td>7</td> </tr> <tr> <td>Y2 (90)</td> <td>14</td> <td>36</td> <td>10</td> </tr> <tr> <td>Y3 (89)</td> <td>11</td> <td>38</td> <td>9</td> </tr> <tr> <td>Y4 (90)</td> <td>20</td> <td>33</td> <td>8</td> </tr> <tr> <td>Y5 (120)</td> <td>27</td> <td>53</td> <td>12</td> </tr> <tr> <td>Y6 (88)</td> <td>16</td> <td>33</td> <td>12</td> </tr> </tbody> </table>				Year Group Context	PP	EAL	SEND	Y1 (89)	9	33	7	Y2 (90)	14	36	10	Y3 (89)	11	38	9	Y4 (90)	20	33	8	Y5 (120)	27	53	12	Y6 (88)	16	33	12	<ul style="list-style-type: none"> Monitor attendance and engagement of parents at coffee mornings and ESOL workshops. Parental questionnaires. Monitor parental engagement both formally and informally and adopt next steps approach to encourage better communication and participation 	AHT – Inclusion HLTA	DEC 2018 APR 2019 JUL 2019
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<ul style="list-style-type: none"> Research indicates that parents have a significant impact on their child's progress, therefore ESOL workshops contributes significantly. Effective collaboration with parents supports pupils' learning and progress. Engagement with parents in the school environment has a positive impact on EAL children's' language development. 																																				
For pupil premium children to access similar experiences to their peers.	- For the school to support the access of: educational visits and enrichment.	<ul style="list-style-type: none"> Children gain enriched experiences when they are provided with a range of opportunities such as: music tuition, after school clubs and educational visits. We believe in developing the holistic 				<ul style="list-style-type: none"> The publicity of clubs provides all children including PP with the opportunity to explore new interests. Pupil premium children are tracked individually to analyse support, 	CJ SENDCo AHT	DEC 2018 APR 2019 JUL 2019																												

		needs of a child and we value the importance of them accessing a range of learning opportunities or life experiences.	enrichment and outcomes.																																												
Remove barriers to learning through additional support for pupils' emotional well-being	- Through learning mentor provision. - Special educational needs teacher.	<table border="1"> <thead> <tr> <th></th> <th>Total PP (no.)</th> <th>PP Only</th> <th>PP + EAL</th> <th>PP + SEN</th> <th>PP + SEN + EAL</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>12</td> <td>42%</td> <td>42%</td> <td>8%</td> <td>8%</td> </tr> <tr> <td>Y2</td> <td>8</td> <td>63%</td> <td>25%</td> <td>13%</td> <td></td> </tr> <tr> <td>Y3</td> <td>15</td> <td>47%</td> <td>47%</td> <td></td> <td>7%</td> </tr> <tr> <td>Y4</td> <td>17</td> <td>53%</td> <td>29%</td> <td>6%</td> <td>6%</td> </tr> <tr> <td>Y5</td> <td>22</td> <td>32%</td> <td>55%</td> <td>14%</td> <td></td> </tr> <tr> <td>Y6</td> <td>24</td> <td>38%</td> <td>58%</td> <td></td> <td>4%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Evidence shows that children's emotional well-being has a huge impact on behaviours for learning. 		Total PP (no.)	PP Only	PP + EAL	PP + SEN	PP + SEN + EAL	Y1	12	42%	42%	8%	8%	Y2	8	63%	25%	13%		Y3	15	47%	47%		7%	Y4	17	53%	29%	6%	6%	Y5	22	32%	55%	14%		Y6	24	38%	58%		4%	<ul style="list-style-type: none"> Improved outcomes for children's well being. Parental & children questionnaires. Buying in additional support for those children who are causing concern from outside agencies e.g. SALT & EPS. 	SENDco LM EK	DEC 2018 APR 2019 JUL 2019
	Total PP (no.)	PP Only	PP + EAL	PP + SEN	PP + SEN + EAL																																										
Y1	12	42%	42%	8%	8%																																										
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Y6	24	38%	58%		4%																																										
Total budgeted cost					£68,946																																										

5. Review of Expenditure 2019-2020				
Previous Academic Year	2019-2020			
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 £
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 £
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