

Hazelwood Schools

Pupil Premium Strategy Statement 2020-2021

Hazelwood Overview

Metric	Data
School name	Hazelwood Schools
Pupils in school	Total - 695 (342 Infant & 353 Junior School)
Proportion of disadvantaged pupils	15% 102 pupils in total (33 Infant pupils & 69 Junior pupils)
Pupil premium allocation this academic year	£166,674 (Infant = £67,470 + Junior = £99,204)
Academic year or years covered by statement	2019-20 (7/12 ^{ths}) & 2020-21 (5/12 ^{ths})
Financial Year	April 2020 – March 2021
Publish date	January 2021
Review date	January 2022
Statement authorised by	Tracy Kilkenny
Pupil Premium lead (Business Manager)	Daniel James
Governor lead (Chair of Resources)	Tony Burton

Disadvantaged Pupil Progress Scores for Last Academic Year (2019-2020)

Due to the disruptions caused by the Covid-19 pandemic, KS2 national SATs were cancelled and therefore no data was required, collected or published. All the information below is based on Check Point (CP) 4 data collected internally.

23 children in the Y6 cohort were Pupil Premium.

Measure	CP4 Progress Data for Y6 Cohort using Scholar Pack scoring system	CP4 Disadvantaged Pupil's Progress using Scholar Pack scoring system
Reading	4.79 points (accelerated)	4.68 points (accelerated)
Writing	5.08 points (accelerated)	5.52 points (accelerated)
Maths	4.41 points (good)	3.62 (insufficient)

Disadvantaged Pupil Performance Overview for Last Academic Year (2019-2020)

Measure	CP4 Y6 Cohort	CP4 Disadvantaged (23chn)
Meeting Expected Standard (ES) at KS2	67% of Y6 pupils met the ES in Reading (R), Writing (W) & Maths (M)	35% of all Y6 PP children reached ES in R,W,M 57% of all Y6 PP children were 'less than half a term behind' for meeting the ES

Strategy Aims for Disadvantaged Pupils

Measure	Activity
Priority 1- Reading	<p>Ensure 'Whole Class Reading' is embedded across the school and is delivered effectively to enable good progress and attainment in Reading.</p> <p><i>(This continues to be a priority as although it was started, disruptions caused by the Covid-19 pandemic in 2019-20 meant that this was not as effective as we had planned)</i></p>
Priority 2 – Writing	<p>Ensure that there are a vast range of writing opportunities across the curriculum that allow for the development of imagination, creativity and cohesion for a range of genres to improve Writing attainment and progress.</p> <p><i>(This is based on the fact that progress in writing (across 2 academic years) was less as it was taught remotely due from 20.3.20 – 15.6.20 and again from 4.1.21 to 8.3.2).</i></p>
Priority 3 – Maths	<p>Ensure all classes are consistently using 'Fluent in 5' daily to improve arithmetic skills and enable good progress and attainment in Maths.</p> <p><i>(This continues to be a priority as although it was started, disruptions caused by the Covid-19 pandemic in 2019-20 meant that this was not as effective as we had planned)</i></p>
Barriers to learning these priorities address	<ol style="list-style-type: none"> 1. Teachers have been unable to address misconceptions and adapt lessons on the spot as they would normally due to lockdowns. 2. Teachers have been unable to intervene at the point of writing due to lockdowns. 3. There has been a huge variation in pupil engagement during lockdowns.
Projected spending	£53,000

Teaching Priorities for Current Academic Year (2020-2021)

*Please note that a progress score of '0' is good, it is the national expectation, anything above this, is even better.

As at January 2021, the Government announced that SATs for KS1 & KS2 have been cancelled.

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)*	July 2021
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)*	July 2021
Progress in Mathematics	Achieve national average progress scores in KS2 Maths (0)*	July 2021
Phonics	Achieve national average expected standard in PSC	July 2021

Targeted Academic Support for Current Academic Year (2020-2021)

Measure	Activity
Priority 1- Reading	<ul style="list-style-type: none"> • Whole school training on whole class reading approach. • Phonically regular books purchased to support teaching, learning & progress in R & Y1. • Text books purchased for Y6 to ensure quality of texts/vocabulary. • Reading books purchased to promote reading for pleasure. • NFER assessments and teacher gaps analysis. • Catch-up sessions after school with qualified Hazelwood teachers • Monitoring impact of whole school CPD (reading & phonics). • NELI intervention programme in Reception • Peer observations re: whole class reading (Y4 & Y6 teachers released)
Priority 2 - Writing	<ul style="list-style-type: none"> • Appoint new Literacy Lead • Curriculum lead & Literacy lead support staff with planning opportunities for writing across the curriculum. • Teachers plan for 'Writing for a purpose', Vocabulary development, link writing to something real and relevant. • Moderation internally, externally and across phases. • Book looks between SLT & Year Group Leaders. • Catch-up sessions after school with qualified Hazelwood teachers • Peer observations re: drafting & editing (Y5- Y6 teachers released)
Priority 3 – Maths	<ul style="list-style-type: none"> • INSET – whole school training on fluent in 5 arithmetic initiative. • Numicon resources purchased to support early number work – R & Y1. • NFER assessments and teacher gaps analysis. • Weekly arithmetic assessments in Y5 & 6. • Arithmetic booster classes in Y5 & 6. • Monitoring impact of whole school CPD (arithmetic). • Catch-up sessions after school with qualified Hazelwood teachers
Barriers to learning these priorities address	<p>Ensuring staff use CPD experiences and evidence-based whole-class teaching interventions and approaches.</p> <p>The biggest barriers will be the impact of future lockdowns and staff and pupil absences due to bubble closures and isolation periods.</p>
Projected spending	£70,000

Wider Strategies for Current Academic Year (2020- 2021)

Measure	Activity
Priority 1- Online Learning Accessibility	Purchase more Chromebooks and refurbish old laptops. Disadvantaged children supported to access remote learning and home learning (homework) if and when schools are instructed to close or pupils need to isolate in response to Government Guidance.
Priority 2 – Learning Mentor	Disadvantaged children (that require support) to be a priority in accessing our Learning Mentor.
Priority 3 – Accessibility to wider school offer	Disadvantaged children to be a priority in accessing wider school offer (clubs, trips, breakfast and ASC etc).
Barriers to learning these priorities address	Lack of devices to access online learning. Parent/Carer giving approval to attend clubs, trips etc and supporting regular attendance.
Projected spending	£45,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough skilled staff to deliver “catch up” interventions to accelerate learning of targeted pupils.	<ul style="list-style-type: none"> • Enabled teacher release time • HLTA’s allocated in years 5 & 6. • Booster classes run by class teachers.
Targeted support	Ensuring that effective data analysis results in the implementation of a range of classroom strategies.	<ul style="list-style-type: none"> • RAM’s focus on priority groups. • Venn diagrams to ensure immediate, easy identification of “at risk” pupils. • Allocated staff meeting time re: data/NFER gaps analysis
Wider strategies	Engaging families facing the most challenges.	<ul style="list-style-type: none"> • Building good relationships with parents. • Being visible, approachable and friendly. • Timetabling time to speak to parents. • Sign posting parents to external organisations for support.

Review: Last Year's Aims and Outcomes (2019-2020)

Due to the disruptions caused by the Covid-19 pandemic, KS2 national SATs test were cancelled and therefore no data was required, collected or published.

Aim	Outcome CP4 Data from March 2020
Achieve national average progress scores in KS2 Reading (0)*	Progress: 4.79 (accelerated) Attainment: 82%
Achieve national average progress scores in KS2 Writing (0)*	Progress: 5.08 (accelerated) Attainment: 78%
Achieve national average progress scores in KS2 Maths (0)*	Progress: 4.41 (good) Attainment: 77%
Achieve national average expected standard in Phonics Screening Check (PSC)	PSC was cancelled and was rearranged for Nov 2020 (the next academic year) 85% of children passed the phonics screening check in Year 2.
Improve attendance of disadvantage pupils by reducing the number of PAs	Overall attendance of PP = 92.41% (it was 95.98% the year before) 19 out of the 80 PP children were PA Unfortunately this was an increase from 5 pupils in 2018-19 to 19 pupils in 2019-20 SLT regularly communicated with the most vulnerable families to offer places at our provision and encouraged attendance, however Covid-19 has a significant impact on our attendance.