

Pupil premium strategy statement – Hazeldown Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	421
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	31/12/22
Date on which it will be reviewed	30/06/23
Statement authorised by	Stuart Ludford, Headteacher
Pupil premium lead	Lee Goodenough, Deputy Headteacher
Governor / Trustee lead	Ruth Walters, Vulnerable Pupils portfolio lead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,045
Recovery premium funding allocation this academic year	£ 9,860
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£113,905

Part A: Pupil premium strategy plan

Statement of intent

What drives us?

At Hazeldown Primary School, our decision-making is driven by our school ethos and links to our 'North Star':

- Aspiring to: Excellence at Every Level,
- Providing: An Extraordinary Experience for all
- A mantra of: 'Learning for Living'
- Producing: Socially responsible global citizens who dare to dream.

What are our objectives?

We aim to produce children - irrespective of social class / poverty / family circumstances / background - who display the right attitudes and dispositions to enable them to 'dream big' and succeed to a level they would not have achieved had they not been part of our school community.

Moreover, we intend that upon leaving us at the end of Key Stage Two, all children will have made good progress from their individual starting points (in terms of their emotional resilience as well as academically, mentally, and physically) and will achieve high attainment across all subject areas.

We are particularly passionate in our quest to ensure that all children are able to read fluently, and with good understanding, in order to enable them to access the full breadth of the curriculum and to equip them for the challenges of secondary education and later life.

How do we focus our spending?

Our pupil premium spending is evidence-informed; for this reason, we place significant focus on ensuring that all children in the school receive quality-first teaching, something that the Education Endowment Foundation recognise as being "a top priority for pupil premium spending."

Our annual expenditure, which can be viewed in greater depth later in the document, can be categorised in the following five ways:

- Quality-first teaching - Staffing (the *people* working alongside the children)
- Quality-first teaching - Staff training / CPD (the *training* undertaken by the *people* working with the children)
- Quality-first teaching - Resources (the *resources* provided to support the children with their learning)

- Parental support / engagement (parents' engagement *with* school and their child's development as well as the school's *support for* parents)
- Providing pupils with access to opportunities (the *opportunities* we enable pupils to access that they may not have been able to access without the support of the funding)

When identifying areas of focus, we have considered the specific challenges faced by our disadvantaged pupils and placed our attention on those areas in which they require the greatest level of support. When identifying these challenges, we have drawn on a range of data sources, including discussions with each child's class teacher. Whilst the selected areas are disadvantaged pupil-focused (with the aim of closing a disadvantaged gap that evidence suggests has widened because of the coronavirus pandemic), they will benefit non-disadvantaged pupils across the school at the same time.

As well as focusing on providing support for disadvantaged pupils, we also reserve the right to utilise pupil premium funding to support other pupils with identified needs who may not be eligible for the pupil premium grant, for example those who have a social worker or who are young carers.

Do our chosen foci align with other school development plans?

Our pupil premium strategy is aligned with other school development plans, for example our School Improvement Plan, and will be carefully monitored - and, if necessary, adapted - during the academic year. Due to the crossover between the two areas, the pupil premium strategy is also closely linked to our SEND areas of focus.

How will we implement and monitor the strategy?

To ensure that the approaches we have identified are effective, we will:

- Ensure that disadvantaged pupils, including those who are already high attainers, are challenged in the work they are set
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Implement new initiatives following EEF implementation guidance and monitor them on an ongoing basis (the strategy will be reviewed formally at six-monthly intervals).
- The impact of the plan will be monitored through a range of strategies, including: data analysis; governor Vulnerable Pupil portfolio holder visits; governor curriculum visits; team meetings and leadership meetings.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Refining the quality of Teaching & Learning in respect of pupil premium pupils and other vulnerable groups. Historical internal and external (national data) assessments indicate that the progress and attainment of our disadvantaged pupils is below / significantly below their non-disadvantaged peers – both internally and when compared to national data.</p> <p>In order to provide the best possible offer to our disadvantaged pupils, the pupil premium lead and the headteacher have attended an EEF programme – facilitated by Kingsbridge Research School and SWIFT Teaching Hub – from which the next steps in refining and improving the quality of teaching and learning have been identified.</p>
2	<p>Pupil premium / SEND crossover. 20% (15 pupils) of our disadvantaged pupils are also recognised as having special educational needs (SEN). (Four of these pupils have an Educational Health & Care Plan (EHCP) and a further two await their EHCP.) Moreover, a further eleven pupils eligible for the pupil premium grant are being monitored for potential SEND needs through the Assess, Plan, Do, Review process.</p>
3	<p>Pupil premium / emotional wellbeing crossover. Our observations and discussions with pupils, teachers and families have identified social and emotional issues for many pupils; these challenges particularly affect disadvantaged pupils, including impacting their attainment.</p> <p>Internal data indicates that social and emotional issues affect over a third of our disadvantaged cohort. 11% of the cohort are currently accessing bespoke 1:1 emotional support.</p>
4	<p>Parental engagement with school and their child's development as well as the school's support for parents. Our observations and discussions with pupils, teachers and families have indicated that, for around a quarter of the pupils eligible for the pupil premium grant, a lack of parental engagement / support (for example through not supporting with reading / homelearning) is negatively impacting disadvantaged pupils' progress.</p> <p>In some instances, this lack of support is due to the parents facing challenges with their own literacy / numeracy levels.</p>
5	<p>Attendance. Having been above the national average during the 2020-2021 academic year, our end of year disadvantaged pupils' attendance data during the 2021-2022 academic year was below the national average. Disadvantaged pupils' attendance was also 1.7% lower than their non-disadvantaged peers.</p> <p>Furthermore, school 'persistently absent' figures exceeded the latest national average by 4.8% at the end of the 2021. Figures indicate that 20.5% of disadvantaged pupils were persistently absent, compared with 11.9% of their non-disadvantaged peers. Our assessments and observations indicate that persistent absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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
Improved quality of teaching and learning.	By the end of the 2024-2025 academic year, each of the EEF's 'Five-a-day' principles are an embedded part of the practice of teachers within the school.
Improved reading attainment among disadvantaged pupils.	<p>KS2 reading outcomes in July 2025 (2022-2023 Y4 cohort) show that at least 70% of disadvantaged pupils met the expected standard.</p> <p>[2022-2023 Y5 cohort to meet at least 79% in July 2024] [2022-2023 Y6 cohort to meet at least 69% in July 2023]</p> <p>Pupils with SEND who do not achieve the expected standard will make good progress relative to their starting points.</p>
Improved writing attainment among disadvantaged pupils.	<p>KS2 writing outcomes in July 2025 (2022-2023 Y4 cohort) show that at least 60% of disadvantaged pupils met the expected standard.</p> <p>[2022-2023 Y5 cohort to meet at least 79% in July 2024] [2022-2023 Y6 cohort to meet at least 62% in July 2023]</p> <p>Pupils with SEND who do not achieve the expected standard will make good progress relative to their starting points.</p>
Improved maths attainment among disadvantaged pupils.	<p>KS2 maths outcomes in July 2025 (2022-2023 Y4 cohort) show that at least 70% of disadvantaged pupils met the expected standard.</p> <p>[2022-2023 Y5 cohort to meet at least 64% in July 2024] [2022-2023 Y6 cohort to meet at least 62% in July 2023]</p> <p>Pupils with SEND who do not achieve the expected standard will make good progress relative to their starting points.</p>

<p>More focused analysis of individual need resulting in a clearer picture - for the Pupil Premium Lead and all staff - of exactly what needs to be addressed or supported for each individual child.</p>	<p>Specific needs for individuals are being met/supported or provided for within and beyond class.</p> <p>Outcomes for those children are improved due to precise identification of need (including SEND).</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing by July 2025, demonstrated by:</p> <ul style="list-style-type: none"> ○ qualitative and quantitative data from student voice, student and parent surveys and teacher observations; ○ a reduction in the number of disadvantaged pupils identified as struggling emotionally; ○ a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
<p>To improve the visibility of the pupil premium lead and develop the school:home link, leading to increased parental engagement rates.</p>	<p>By July 2025, the visibility of the pupil premium lead will have advanced significantly and parents will more actively engage in their children’s learning. This will be evidenced by:</p> <ul style="list-style-type: none"> ● parent survey responses; ● parental engagement with the PP lead (through cohort meetings and 1:1 phone calls); ● Teacher feedback regarding parental engagement in their child’s learning (parent engagement survey) ● Increased attendance among disadvantaged peers (when compared to 2021-2022 end of year attendance figures).
<p>Improved attendance.</p>	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> ● the percentage of <u>all pupils</u> who are persistently absent being below 9% & and the figure among <u>disadvantaged pupils</u> being no more than 7% behind their non-disadvantaged peers.

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: £78,278.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deputy Headteacher (Pupil Premium Leader) assigned Pupil Premium focus time (0.25).	<p>Having designated time ensures the Pupil Premium Leader can stay abreast of current research and high-quality practice, allowing him to make decisions that are evidence informed. This time also provides the opportunity to create clear implementation plans ahead of the introduction of new initiatives as well as the chance to support staff, monitor progress and solve problems when approaches are used for the first time.</p> <p>These are all approaches advocated within the Education Endowment Foundation (EEF) 'Putting Evidence to Work - A School's Guide to Implementation' guidance. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p>	1, 2, 3, 4 & 5
Assistant Headteacher deployed (0.6) to lead improvements to teaching and learning through modelling and mentoring.	<p>Our Assistant Headteacher (AHT) has assigned time each week during which he is responsible for working alongside teachers, including mentoring our ECTs, to develop the quality of teaching and learning within their classrooms. The support for each individual is bespoke, focusing on their highest leverage areas, and involves modelling / team teaching, with time then provided to enable individuals to rehearse prior to follow up work with the AHT. All ECTs follow the Teach First framework, which provides a weekly schedule and area of focus.</p> <p>'The EEF Guide to the Pupil Premium' references the fact that spending funding on ensuring high quality teaching "...should rightly be a top priority for pupil premium spending." https://educationendowmentfoundation.org.uk/news/new-pupil-premium-support-resource-for-schools</p>	1 & 2
Maths Subject Leader free from	As members of the CODE Maths Hub (who work alongside the NCETM), we follow the 'Teaching for	1 & 2

<p>a teaching responsibility (0.4) so she can ensure a high quality of teaching and learning in maths across the school.</p>	<p>Mastery' approach to maths teaching; our maths subject leader is an NCETM Primary Mastery Specialist. Her two days a week without a class responsibility enable her to develop the quality of maths within the school, ensuring that all teachers are confident in the approach and are providing their pupils with the best possible learning opportunities. Her support for each individual is bespoke, focusing on their highest leverage areas, and involves modelling / team teaching, with time then provided to enable individuals to rehearse prior to follow up work with the subject leader.</p> <p>In 2019, our disadvantaged pupils made -3.41 progress compared to a national figure of 0.37.</p> <p>EEF guidance is based on a range of the best available evidence and supports the approaches that we use for maths teaching within the school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	
<p>Staff CPD / Training release (supply costs to cover staff CPD sessions, including training courses directly linked to improving teaching and learning standards)</p>	<p>'The EEF Guide to the Pupil Premium' references the fact that spending funding on ensuring high quality teaching "...should rightly be a top priority for pupil premium spending."</p> <p>https://educationendowmentfoundation.org.uk/news/new-pupil-premium-support-resource-for-schools</p>	<p>1 & 2</p>
<p>Training costs – purchase licence and subscription fees for South West Institute for Teaching (SWIFT).</p>	<p>Being a member of SWIFT allows us to collaborate with other schools and provides the opportunity to access high-quality CPD opportunities at discounted rates or free of charge. Being members means that we work in partnership with a range of establishments, including former Teaching School Alliances, a Research School, Schools, Trusts and Teaching School Hubs.</p>	<p>1 & 2</p>
<p>Purchase maths resources (Power Maths,</p>	<p>These resources are recommended by the CODE Maths Hub to support the Teaching for Mastery approach. The</p>	<p>1 & 2</p>

<p>White Rose & TT Rockstars / Numbots).</p>	<p>Power Maths programme is one of only two schemes approved by the NCETM.</p> <p>In 2019, our disadvantaged pupils made -3.41 progress compared to a national figure of 0.37.</p>	
<p>Purchase other curriculum resources (Cornerstones & Linguagenut)</p>	<p>These resources support us in providing an engaging, broad and balanced curriculum to our pupils and support our teachers through developing their subject knowledge and providing access to a range of teaching resources.</p>	<p>1 & 2</p>

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £53,086.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teacher / teaching assistant to read 1:1 daily with the lowest 20% in each class, many of whom are disadvantaged pupils.</p>	<p>The July 2021 Department for Education publication ‘The reading framework - Teaching the foundations of literacy’ indicates that some pupils will require extra support with reading “from the beginning”, adding that schools “should identify such children as soon as they begin to fall behind their peers (if not already identified).”</p> <p>The publication adds that “to enable children to keep up, they should be given extra practice, either in a small group or one-to-one, whether or not a specific reason has been found...For various reasons, some parents cannot support their children’s reading at home. Schools should provide extra opportunities for these children to read to adults and to listen to adults reading to them.”</p> <p>https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p> <p>In 2019, our disadvantaged pupils made -1.32 progress compared to a national figure of 0.32.</p>	<p>1, 2 & 4</p>
<p>Purchase additional support programmes (Speech Link & Widgit subscriptions).</p>	<p>The EEF publication ‘The impact of Covid-19 on School Starters: Interim briefing 1 - Parent and school concerns about children starting school’ findings indicate concerns regarding pupils’ communication and language development as a result of the pandemic.</p> <p>These findings concur with the evidence that we have witnessed in school. Having access to the Speech Link programme has supported us in identifying pupils’ language gaps so that interventions can be put in place and referrals made to the Speech and Language Team, if necessary.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Impact_of_Covid19_on_School_Starters_-_Interim_Briefing_1_-_April_2021_-_Final.pdf</p> <p>Purchase of the Widgit subscription enables us to remove a barrier to learning for those individuals who may struggle with reading / hearing and enables us to represent information in visual form.</p>	<p>1 & 2</p>

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

Budgeted cost: £17,932.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Emotional Support Teaching Assistant designated (0.2) weekly emotional support time.</p>	<p>Many research studies have indicated the negative impact of the covid-19 pandemic on children’s mental health; these issues have increased markedly during the pandemic.</p> <p>Providing our Emotional Support Teaching Assistant with designated emotional support time enables her to work 1:1 / in small groups with those children who need the greatest level of support, many of whom are disadvantaged. As well as supporting pupils with their social and emotional learning, these sessions also ensure they are better prepared to access their learning in class.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>3</p>
<p>SENCO Assistant / Early help lead designated (0.4) weekly time to lead ‘Nurture Class’ interventions.</p>	<p>‘Nurture Class’ attendance is a targeted intervention for those individuals who may require additional support socially / emotionally or as a result of a SEND need. The intervention takes place 1:1 or in small groups and follows guidance set out in the EEF’s ‘Special Educational Needs In Mainstream Schools’ Guidance Report.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>2 & 3</p>
<p>Embedding principles of good practice set out in the DfE’s ‘Working together to improve school attendance’ advice.</p> <p>This will involve training and release time for staff to develop</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	<p>4 & 5</p>

and implement new procedures and appointing attendance/support officers to improve attendance.		
Free Breakfast Club attendance and daily milk cartons for disadvantaged pupils.	Offering free Breakfast Club attendance to all disadvantaged pupils ensures that have access to a meal and are prepared for the school day. Attendance at the provision also ensures that our disadvantaged learners arrive at school punctually.	4 & 5
Educational residentials and visits support (half funding).	Due to financial limitations, many of our disadvantaged pupils would be unable to attend educational residentials/visits without the significant price reduction. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	4
Year 4 music tuition - Doods and pBones.	Due to financial limitations, many of our disadvantaged pupils would be unable to access music tuition were it not provided as part of the school's music curriculum.	4
Contingency fund for acute issues.	Based on our experience and those of schools similar to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1, 2, 3, 4 & 5

Total budgeted cost: £149,298.15

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Following the pupil premium lead and the headteacher attending the 'Making the Difference for Disadvantaged Pupils' programme, facilitated by Kingsbridge Research School and SWIFT Teaching School Hub, significant changes have been made to the school's approach to pupil premium expenditure planning, including making the transition to creating a strategy that covers a three-year period. As a result of the changes made, not all 2021-2022 intended outcomes are still relevant to the 2022-2023 to 2024-2025 strategy; the school's progress towards the 2021-2022 objectives is detailed below:

2021-2022 intended outcome	2021-2022 success criteria
Improved oral language skills and vocabulary knowledge / use among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book monitoring and ongoing formative assessment.
<p>Due to a range of circumstances, planned vocabulary / oracy staff training did not take place during the previous academic year. However, the development of vocabulary across the curriculum continued to be an area of focus.</p> <p>Moving forwards, internally-led staff oracy training has been scheduled and will commence during the Spring Term of the 2022-2023 academic year.</p>	
Secure achievement of Early Learning Goals for any current Year One pupils who failed to meet them when exiting Reception in July 2021.	<p>75% of the pupils will have securely met the Early Learning Goals by the end of the Autumn Term, 2021.</p> <p>The remaining 25%, all of whom have significant Special Educational Needs, will have done so by the end of the first half of the Spring Term (February 2022).</p>
<p>9/12 (75%) of the Y1 pupils who continued to work on meeting their Early Learning Goals during the Autumn Term successfully did so by the end of the term.</p> <p>The remaining three pupils, all of whom have significant Special Educational Needs, had achieved the significant majority of their Early Learning Goals by February 2022.</p>	
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from July 2024 demonstrated by:</p> <ul style="list-style-type: none"> ○ Qualitative data from student voice and student and parent surveys.

	<ul style="list-style-type: none"> ○ Quantitative data from student and parent surveys. ○ Teacher observations.
Ongoing area of focus: evident on the 2022-2023 to 2024-2025 strategy.	
Improved phonics / spelling attainment among disadvantaged pupils.	<p>Year One phonics outcomes in 2021/2022 show that at least 75% of disadvantaged pupils met the expected standard.</p> <p>Year Two outcomes in phonics screening re-takes show that at least 80% of the pupils (which includes several disadvantaged) met the expected standard.</p>
<p>Y1 phonics screening outcomes indicated that 9/10 (90%) of pupils met the expected standard in their summer 2022 assessments.</p> <p>Y2 phonics screening re-take outcomes indicated that 6/20 (30%) of pupils met the expected standard in their summer 2022 assessments.</p>	
Improved reading progress and attainment for disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2023/2024 show that our disadvantaged pupils' progress score is in line with the national average. This is also the case for disadvantaged pupils' average scaled score (as revealed by Analyse School Performance (ASP) data).
Ongoing area of focus: evident on the 2022-2023 to 2024-2025 strategy.	
Improved maths progress and attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2023/2024 show that our disadvantaged pupils' progress score is in line with the national average. This is also the case for disadvantaged pupils' average scaled score (as revealed by Analyse School Performance (ASP) data).
Ongoing area of focus: evident on the 2022-2023 to 2024-2025 strategy.	
Improved writing progress and attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2023/2024 show that our disadvantaged pupils' progress score is in line with the national average. This is also the case for disadvantaged pupils' average scaled score (as revealed by Analyse School Performance (ASP) data).
Ongoing area of focus: evident on the 2022-2023 to 2024-2025 strategy.	
Increased participation in enrichment activities by disadvantaged pupils.	By July 2024, there will be a significant increase in participation in enrichment

	activities, particularly among disadvantaged pupils.
Ongoing area of focus: evident on the 2022-2023 to 2024-2025 strategy.	

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
White Rose Maths	White Rose Maths
Cornerstones	Cornerstones Education Ltd.
Widgit	Widgit Online
Speech Link	Speech Link Multimedia Ltd.
Disadvantaged Pupil Attendance Tracker	Babcock LDP
Power Maths	Pearson
TT Rockstars & Numbots	Maths Circle Ltd.
Free School Meal Eligibility Checker	Capita
Languagenut	Languagenut