

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	401
Proportion (%) of pupil premium eligible pupils	17% (70 pupils)
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	31/12/23, 31/12/24 & 30/06/25
Statement authorised by	Stuart Ludford, Headteacher
Pupil premium lead	Kit Hardee, Deputy Headteacher
Governor / Trustee lead	Ruth Walters, Vulnerable Pupils portfolio lead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£114, 712
Recovery premium funding allocation this academic year	£0
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>	£114, 712

Part A: Pupil premium strategy plan

Statement of intent

What Drives Us?

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

- **Aspiring to:** Excellence at Every Level
- **Providing:** An Extraordinary Experience for All
- **Promoting:** A Mantra of 'Learning for Living'
- **Producing:** Socially Responsible Global Citizens Who Dare to Dream

What Are Our Objectives?

Professor Lee Elliot Major's publication, *Social Mobility in the South West: Levelling Up Through Education*, highlights the significant challenges faced by pupils in Devon – particularly those from disadvantaged backgrounds. The attainment gap in this region is the largest of all English regions at the end of both primary and secondary education. The South West also has the poorest educational outcomes for disadvantaged young people in the country, with only 17% of these students progressing to university – the lowest rate of any English region.

Major further identifies that some schools lack the drive to implement meaningful change. **Hazeldown is not one of those schools.** We passionately believe that every child should be encouraged to reach for the stars and develop an unwavering conviction that they can achieve their aspirations through effort and determination. At Hazeldown, we work tirelessly to transform pupils' mindsets, empowering them to overcome the challenges presented by their circumstances and birthplace.

Our goal is to nurture children – regardless of social class, poverty, family circumstances, or background – to develop the attitudes, skills, and dispositions necessary to 'dream big' and succeed beyond what might have been expected of them without being part of our school community.

We aim for all children to leave Hazeldown at the end of Key Stage Two having made significant progress from their individual starting points. This encompasses not only academic success but also growth in emotional resilience, mental well-being, and physical development. High attainment across all subject areas is our standard expectation.

We are especially committed to ensuring that every child develops the ability to read fluently and with comprehension. This fundamental skill will enable them to access the full breadth of the curriculum and prepare them for the challenges of secondary education and life beyond.

How Do We Focus Our Spending?

Our pupil premium spending is **evidence-informed**. As such, we place a strong emphasis on ensuring that all children in the school benefit from **quality-first teaching**, which the Education Endowment Foundation (EEF) identifies as “a top priority for pupil premium spending.”

Our annual expenditure, detailed later in this document, is organized into five main categories:

1. **Quality-First Teaching - Staffing**: The individuals who work directly with the children to support their learning and development.
2. **Quality-First Teaching - Staff Training/CPD**: The professional development and training undertaken by staff to ensure effective teaching strategies.
3. **Quality-First Teaching - Resources**: The tools, materials, and resources provided to aid children in their learning journey.
4. **Parental Support/Engagement**: Initiatives to foster parents’ involvement in their child’s education and to provide direct support to families where needed.
5. **Providing Pupils with Access to Opportunities**: Enabling pupils to participate in experiences or opportunities they might not otherwise have access to, supported by pupil premium funding.

When selecting our focus areas, we carefully consider the specific challenges faced by our disadvantaged pupils. This includes identifying areas where they require the greatest level of support, using a variety of data sources, and holding discussions with class teachers. While our selected priorities aim to address the **disadvantaged gap**, which evidence suggests has widened due to the coronavirus pandemic, the initiatives we implement benefit **all pupils** across the school.

In addition to supporting disadvantaged pupils, we retain the flexibility to use pupil premium funding for other pupils with identified needs who may not qualify for the grant. For example, we may extend support to children with a social worker or those who are young carers.

Do Our Chosen Foci Align with Other School Development Plans?

Yes, our pupil premium strategy is fully aligned with other school development plans and forms an integral part of our **School Improvement Plan**. It is carefully monitored throughout the academic year and, where necessary, adapted to ensure its ongoing effectiveness.

Additionally, there is significant overlap between our pupil premium strategy and our **SEND (Special Educational Needs and Disabilities) focus areas**, ensuring that both plans complement and strengthen one another.

How Will We Implement and Monitor the Strategy?

To ensure the effectiveness of our chosen approaches, we will:

- **Challenge all disadvantaged pupils**, including high attainers, by setting work that stretches their abilities.
- **Act early**, intervening as soon as a need is identified to provide targeted support.

- **Adopt a whole-school approach**, where all staff take responsibility for the outcomes of disadvantaged pupils and hold high expectations for their success.
- Follow the **EEF’s implementation guidance** when rolling out new initiatives and monitor progress continuously.
- Assess the plan’s impact using a variety of strategies, such as:
 - Data analysis
 - Visits from the governor vulnerable pupil portfolio holder
 - Curriculum-focused visits from governors
 - Regular team and leadership meetings

In addition to these measures, we foster a **holistic view of all pupils**. At Hazeldown, we prioritise building positive relationships and getting to know each child as an individual. We recognize that every child is unique, with their own circumstances, and we avoid making assumptions or decisions based on labels or categories.

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 been members of 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% (14 pupils) of our disadvantaged pupils are also recognised as having special educational needs (SEN). (Seven of these pupils have an Educational Health & Care Plan (EHCP) and a further two have been applied for.) Moreover, a further six 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 attendance and attainment.</p> <p>Internal data indicates that social and emotional issues affect over a third of our disadvantaged cohort. 14 children are currently accessing bespoke SEMH interventions and a further 11 receive 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, there are particular barriers for</p>

	parents in terms of being able to provide the support that they might like to at home. Consequently, this can affect their child's progress.
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. Furthermore, school 'persistently absent' figures (below 90%) 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> <p>At the end of Autumn term 2024, 31 children have been recorded as persistently absent (below 90% attendance), 11 of which are pupils eligible for pupil premium; 1 pupil premium child is severely absent.</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.	<ul style="list-style-type: none"> • 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. • All staff will be familiar with Devon's Ordinarily Available Inclusive Provision (OAIP). It will be used as a tool to ensure all children can access the learning. • Teachers effectively model the lesson content, using specific strategies from 'TeachFirst' (part of the ECT framework), Walkthrus and using The Seven Step Model (Education Endowment Foundation). • Using recommendations from the EEF and strategies from Walkthrus, Teachers and support staff provide effective scaffolding to support all learners to access ambitious tasks. • Teachers and teaching assistants provide high quality verbal feedback (at the point of learning) addressing pupils' misconceptions, challenging them further and supporting them to self and peer assess. • Teachers and support staff explicitly teach metacognitive strategies, using the EEF's guidance report, specifically focusing on the Seven Step Model as well as the plan, monitor and evaluate cycle. • Children are able to articulate their learning, talking about the key skills and knowledge they acquired;

	<p>children are self-aware and can talk about what they have done well and the areas they need to improve.</p>
<p>Improved reading attainment among disadvantaged pupils.</p>	<p>Reading outcomes in July 2025 will demonstrate that in each year group in KS2, at least 70% of disadvantaged pupils will meet the expected standard.</p> <p>Pupils with SEND who do not achieve the expected standard will make good progress relative to their starting points. This is evidenced on the class data matrices.</p>
<p>Improved writing attainment among disadvantaged pupils.</p>	<p>Writing outcomes in July 2025 will demonstrate that in each year group in KS2, at least 60% of disadvantaged pupils will meet the expected standard.</p> <p>Pupils with SEND who do not achieve the expected standard will make good progress relative to their starting points. This is evidenced on the class data matrices.</p>
<p>Improved maths attainment among disadvantaged pupils.</p>	<p>Maths outcomes in July 2025 will demonstrate that in each year group in KS2, at least 70% of disadvantaged pupils will meet the expected standard.</p> <p>Pupils with SEND who do not achieve the expected standard will make good progress relative to their starting points. This is evidenced on the class data matrices using the 'Ready to Progress' Criteria.</p>
<p>More focused analysis of individual needs, and holistic knowledge of the child, 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>	<ul style="list-style-type: none"> • All staff foster a holistic view of all pupils. <p>Staff prioritise building positive relationships and getting to know each child as an individual. We recognise that every child is unique, with their own circumstances, and we avoid making assumptions or decisions based on labels or categories.</p> <ul style="list-style-type: none"> • Specific needs for individuals are being met/supported or provided for within and beyond class. • Outcomes for those children are improved due to precise identification of need (including SEND). • Staff provide breadth of experiences for disadvantaged pupils to gain cultural and social capital, including creating a sense of belonging.
<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;

	<ul style="list-style-type: none"> • a reduction in the number of disadvantaged pupils identified as struggling emotionally; • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • Strengths and Difficulties Questionnaires (carried out as part of targeted SEMH interventions led by Assistant SENDCo and Emotional support specialist TA) demonstrate a positive impact.
To improve the visibility of the pupil premium lead and develop the school:home link, leading to increased parental engagement rates.	<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.
Improved attendance.	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Teachers build positive relationships and are in regular communication with parents; • Attendance team meet regularly and look at every child (and family) as a unique case, supporting with a range of strategies including: free attendance to breakfast club; attendance to clubs or Early Help. • Work of the Attendance Team in collaboration with teachers to increase engagement: e.g. special morning jobs. • the number of pupils who are persistently absent will decrease from 31 to 20 (or below) and disadvantaged from 11 pupils to 5 (or below).

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: £66,130

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Deputy Headteacher (Pupil Premium Leader) assigned Pupil Premium focus time (0.25).</p>	<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.</p> <p>These are all approaches advocated within the Education Endowment Foundation (EEF) 'Putting Evidence to Work - A School's Guide to Implementation' guidance.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p> <p>DHT also 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 and involves modelling / team teaching, with time then provided to enable individuals to rehearse prior to follow up work with the DHT. 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."</p> <p>https://educationendowmentfoundation.org.uk/news/new-pupil-premium-support-resource-for-schools</p>	<p>1, 2, 3, 4 & 5</p>
<p>Curriculum Leader free from a teaching responsibility (0.4) so she can ensure a high quality of teaching and learning across the whole curriculum.</p>	<p>The decision to allocate two days per week for our curriculum leader to work outside the classroom is central to ensuring the highest standards of teaching and learning across our school. This strategic allocation of time is directly aligned with our commitment to improving outcomes for all pupils, including those who are disadvantaged, by prioritising quality-first teaching and a well-rounded curriculum.</p> <p>Our curriculum leader plays a pivotal role in supporting subject leaders by enhancing their subject knowledge and ensuring consistency in the leadership of their respective subjects. This collaborative approach fosters a shared understanding of effective practice, creating coherence across the curriculum and supporting teachers to deliver lessons that are both engaging and impactful.</p> <p>As part of her role, the curriculum leader designs and delivers high-quality professional development for staff, guided by the EEF's recommendations on effective professional development.</p>	<p>1, 2, 5</p>

	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>The curriculum leader ensures that all subjects meet the required coverage and progression outlined in the National Curriculum. She carefully oversees the planning and delivery of a curriculum that builds systematically on prior learning and prepares pupils for the next stage of their education. Furthermore, she supports the development of robust assessment practices across all subjects, ensuring that teachers can accurately measure progress and identify areas for improvement.</p> <p>As a member of the Senior Leadership Team (SLT), the curriculum leader contributes to monitoring the quality of teaching across the school. This includes identifying areas for improvement, sharing best practices, and ensuring that teaching meets the needs of all pupils, particularly those who are disadvantaged.</p>	
<p>Delivering evidenced -based Staff CPD and providing training release (including supply costs to cover staff CPD sessions).</p>	<p>In order to provide the best possible offer to our disadvantaged pupils, the Pupil Premium Lead and the Headteacher have been members of 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> <p>The Headteacher, Deputy Headteacher (Pupil Premium Lead, Curriculum Lead and SENDCo deliver the majority of CPD to our staff team. Subject leaders are also supported by the SLT to deliver CPD specific to their subject area of phase.</p> <p>In line with the School Improvement Plan, CPD for this academic year has included (or will include):</p> <ul style="list-style-type: none"> • EEF’s ‘Five-a-day’ principle. https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support • Devon’s Ordinarily Available Inclusive Provision (OAIP). https://www.devon.gov.uk/support-schools-settings/ordinarily-available-inclusive-provision/ • Teacher modelling: using specific strategies from ‘TeachFirst’ (part of the ECT framework), Walkthrus (Tom Sherrington) and using The Seven Step Model (Education Endowment Foundation). • The use of effective scaffolding to support all learners to access ambitious tasks. (Using recommendations from the EEF and strategies from Walkthrus). 	<p>1 & 2</p>

	<ul style="list-style-type: none"> The use of high-quality verbal feedback (at the point of learning) to addressing pupils' misconceptions, challenge them further and support them to self and peer assess. <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback?utm_source=/education-evidence/guidance-reports/feedback&utm_medium=search&utm_campaign=site_search&search_term=feedback</p> <ul style="list-style-type: none"> The explicit teaching of metacognitive strategies, using the EEF's guidance report, specifically focusing on the Seven Step Model as well as the plan, monitor and evaluate cycle. <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition?utm_source=/education-evidence/guidance-reports/metacognition&utm_medium=search&utm_campaign=site_search&search_term=met</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>Training costs – purchase licence and subscription fees for South West Institute for Teaching (SWIFT) and Exeter Consortium.</p>	<p>Being a member of SWIFT and Exeter Consortium 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 Teaching School Alliances, a Research School, Schools, Trusts and Teaching School Hubs.</p>	<p>1 & 2</p>
<p>Purchase maths resources (White Rose & TT Rockstars / Numbots).</p>	<p>These resources are recommended by the CODE Maths Hub to support the Teaching for Mastery approach.</p>	<p>1 & 2</p>
<p>Purchase other curriculum resources (for example, Cornerstones & Languagenut)</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: £35,361

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group / 1:1 reading interventions with the lowest 20% of readers, many of whom are disadvantaged pupils.</p> <p>Small group interventions utilise 'Little Wandle Letters & Sounds Revised' materials</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... 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>1, 2 & 4</p>
<p>Purchase additional support programmes (for example, Speech Link & Widgit subscriptions).</p> <p>0.2 allocated time for our Speech and Language expert to provide targeted interventions.</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>Allocated time (2 half days a week) is given to our speech and language expert to provide targeted interventions and to make referrals. This also involves ongoing communication with parents.</p> <p>28 children currently receive targeted interventions; 10 of which are disadvantaged.</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, 4</p>
<p>SENCO Assistant / Early help lead designated (0.4)</p>	<p>'Nurture Class' and 'The Nest' are targeted interventions for those individuals who may require additional support socially / emotionally or as a result of a SEND need. The intervention</p>	<p>2, 3, 4</p>

<p>weekly time to lead SEMH interventions alongside Emotional Support Specialist Teaching Assistant (who is also a DDSL)</p>	<p>takes place in small groups and follows guidance set out in the EEF's 'Special Educational Needs In Mainstream Schools' Guidance Report.</p> <p>23 children are currently accessing bespoke SEMH interventions (14 of which are disadvantaged) and a further 18 receive 1:1 emotional support (11 of which are disadvantaged)</p> <p>This also requires regular communication and additional support for parents.</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>Dyslexia expert provides targeted interventions for disadvantaged pupils and SEND pupils.</p>	<p>3 Mornings a week allocated to Dyslexia Specialist Teaching Assistant to provide interventions, undertake assessments and make referrals.</p>	<p>1, 2, 4</p>
<p>Data-informed targeted academic interventions</p> <p>Purchase 'Provision Map' (TES) to improve quality of IEP targets and interventions.</p>	<p>Teachers use their assessment data to plan targeted, small-group interventions, twice a week during assembly time.</p> <p>The introduction of the Provision Map software will support teachers to:</p> <ol style="list-style-type: none"> 1) Accurately identify the area of need for individual pupils and groups of pupils. 2) Successfully plan evidence-informed interventions, including the use of SMART, individualised targets and with help from the suggestions outlined as part of the software. 3) Deliver high-quality interventions by choosing the relevant provision, selecting from the recommendations as part of the software. 4) Effectively monitor the impact by reviewing progress each half term. <p>Individual Education Plans (IEPs) are created and reviewed alongside parents.</p>	<p>1,2,3 and 4</p>

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

Budgeted cost: £25,234

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Emotional Support Teaching Assistant available 4 mornings a week (Morning Hub) to provide bespoke 1:1 SEMH interventions.</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>18 pupils receive 1:1 emotional support (11 of which are disadvantaged)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>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 and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<ul style="list-style-type: none"> • Attendance team consist of: the Headteacher; Deputy Headteacher (Pupil Premium Lead), Assistant SENDCo/Early Help Lead and Senior Administrator- all of whom are part of the safeguarding team (there is a natural crossover when discussion individual circumstances). • Attendance team meet regularly (at least once a half term) and look at every child (and family) as a unique case, supporting with a range of strategies including: free attendance to breakfast club; attendance to clubs or offering Early Help. • Attendance teamwork in collaboration with teachers to increase engagement: e.g. giving pupils special morning jobs. • Teachers build positive relationships with all pupils and are in regular communication with parents. • Teachers support pupils to build and maintain positive friendships with their peers, building a sense of belonging. <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>3, 4 & 5</p>

Free Breakfast Club attendance and daily milk cartons for disadvantaged pupils.	Offering free Breakfast Club attendance to all disadvantaged pupils ensures they 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 and improve their social interactions, behaviour and etiquette as they sit together around the breakfast table. This also gives our pupils a sense of 'belonging.'	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	3, 4 and 5
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
Contribution to peripatetic music lessons.	Due to financial limitations, many of our disadvantaged pupils would be unable to access music tuition: a contribution towards this has enabled several of our disadvantaged pupils to learn a musical instrument, subsequently improving their engagement and wellbeing at school.	3, 4, 5
Funding 'The Wave Project' to improve SEMH	Engagement in 'Surf Therapy' supports children with SEMH needs to build confidence and resilience, interacting with others in a completely different environment, whilst learning new skills and being given opportunities that they otherwise would be unlikely to get.	2,3 and 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: £126,725

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The following are the outcomes we intend to achieve **by the end of our current strategy plan**.

Intended outcome	Success criteria
Improved quality of teaching and learning.	<ul style="list-style-type: none"> • 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. • All staff will be familiar with Devon’s Ordinarily Available Inclusive Provision (OAIP). It will be used as a tool to ensure all children can access the learning. • Teachers effectively model the lesson content, using specific strategies from ‘TeachFirst’ (part of the ECT framework), Walkthrus and using The Seven Step Model (Education Endowment Foundation). • Using recommendations from the EEF and strategies from Walkthrus, Teachers and support staff provide effective scaffolding to support all learners to access ambitious tasks. • Teachers and teaching assistants provide high quality verbal feedback (at the point of learning) addressing pupils’ misconceptions, challenging them further and supporting them to self and peer assess. • Teachers and support staff explicitly teach metacognitive strategies, using the EEF’s guidance report, specifically focusing on the Seven Step Model as well as the plan, monitor and evaluate cycle. • Children are able to articulate their learning, talking about the key skills and knowledge they acquired; children are self-aware and can talk about what they have done well and the areas they need to improve.

December 2023 review:

- Initial staff training sessions - and some further follow up work during staff meetings - have taken place to introduce the ‘Five-a-day’ principle.
- Further staff CPD (for example, additional sessions covering metacognition, cognitive load and explicit instruction) is required to continue the implementation process and ensure that the principles are embedded in teachers’ practice, thus developing the quality of teaching and learning in classrooms.

December 2024 review:

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.

- There have been regular staff training sessions over the past 2 years - and further follow up work during staff meetings.
- Kit Hardee (Pupil Premium lead) delivered training on 17.01.24, using further research from Essex County Council then revisited on 15.4.24, beginning to look at their Ordinarily Available Inclusive Provision.
- Kit Hardee delivered training to the full governing body, sharing examples of what the Five-a-day principle looks like in classes.

All staff will be familiar with Devon's Ordinarily Available Inclusive Provision (OAIP). It will be used as a tool to ensure all children can access the learning.

- Emily Duffield (SENDCo) has completed the Devon OAIP audit and shared with James Crompton (SEND Advisory Teacher for DCC) , identifying areas of strength, e.g. culture and leadership, and areas to improve upon, e.g. staff knowledge surrounding specific areas of SEND.
- Emily has delivered an OAIP parent session (13/11/24)
- Emily delivered inset for teachers: this also included a visit from James Crompton (13/11/24)
- Emily delivered training for TAs during the twilight on 28/11/24.
- ED will further explore the targeted support area of OAIP when DCC release this framework in January 2025

Teachers effectively model the lesson content, using specific strategies from 'TeachFirst' (part of the ECT framework), Walkthrus and using The Seven Step Model (Education Endowment Foundation).

- Modelling has been added to the SIP (2024-2025) and transferred to teachers' appraisal objectives as part of the coaching cycle.
- Kit Hardee led CPD to teachers on 12.11.24 and 27.11.24 focusing on modelling including: a reflection activity looking at p84 and p78 of Walkthrus (Tom Sherrington), identifying areas of focus for ongoing coaching sessions; looked at elements from the ECT framework, including video tutorials.
- Teachers have since adapted planning following the 'I do, We do, You do' strategy.
- Monitoring of teaching has shown a positive impact: teachers are following a clear step by step process, using EEF's Seven Step Model and an 'I do, We do, You do' model.

Using recommendations from the EEF and strategies from Walkthrus, Teachers and support staff provide effective scaffolding to support all learners to access ambitious tasks.

- Kit Hardee led CPD to teachers on 4.12.24, sharing content from the EEF, TeachFirst and Walkthrus.
- Teachers have shared examples of how they effectively provide scaffolding in their sessions.

Teachers and support staff explicitly teach metacognitive strategies, using the EEF's guidance report, specifically focusing on the Seven Step Model as well as the plan, monitor and evaluate cycle.

- KH led CPD (teachers and TAs) during the twilight session on 12.11.24 with a focus on Metacognition:
- Looked at the first 3 recommendations from the EEF's 'Summary of Recommendations' with a focus on the '7 step model'
- New resources are now displayed in classrooms.
- Learning walks have demonstrated a positive impact.

Feedback and articulating learning are planned to revisit in the spring term, 2025.

Intended Outcome: on track to achieve

<p>Improved reading attainment among disadvantaged pupils.</p>	<p>Reading outcomes in July 2025 will demonstrate that in each year group in KS2, at least 70% of disadvantaged pupils will meet the expected standard.</p> <p>Pupils with SEND who do not achieve the expected standard will make good progress relative to their starting points. This is evidenced on the class data matrices.</p>
<p><u>December 2023 review:</u></p> <ul style="list-style-type: none"> • The July 2023 Y4 cohort had 64% of disadvantaged pupils reaching age-related expectations. (Not on course to achieve target.) • The July 2023 Y5 cohort had 69% of disadvantaged pupils reaching age-related expectations. (Not on course to achieve target.) • The July 2023 Y6 cohort had 46% of disadvantaged pupils reaching age-related expectations. (Target not achieved.) • Ahead of the 2023-2024 academic year, changes have been made to how we support disadvantaged learners in accelerating their reading progress. Over the course of the previous academic year, changes to the way we support individuals with SEND, changes to our TA timetable & structure and budgetary restrictions impacted our ability to maintain 1:1 reading as we had originally intended. Having purchased the ‘Little Wandle Letters & Sounds Revised’ programme, we will now be utilising intervention packages from the scheme (both ‘Rapid Catch Up’ and ‘Keep Up’) to support our reading intervention as well as offering 1:1 reading sessions to those who need them most. Through refining our TA timetable – and restructuring the way we support learners with SEND – we have ensured that Little Wandle reading practice sessions (and ‘Keep Up’ / ‘Rapid Catch Up’ sessions) are taking place. Although how we are going about the target has changed, our desire to raise the standard of disadvantaged pupils’ reading has not. <p><u>December 2024 review:</u></p> <ul style="list-style-type: none"> • The July 2024 Y3 cohort had 78% of disadvantaged pupils reaching age-related expectations. (Target Achieved) • The July 2024 Y4 cohort had 50% of disadvantaged pupils reaching age-related expectations. (Not on course to achieve target.) • The July 2024 Y5 cohort had 73% of disadvantaged pupils reaching age-related expectations. (Target Achieved) • The July 2024 Y6 cohort had 75% of disadvantaged pupils reaching age-related expectations. (Target Achieved) 	
<p>Improved writing attainment among disadvantaged pupils.</p>	<p>Writing outcomes in July 2025 will demonstrate that in each year group in KS2, at least 60% of disadvantaged pupils will meet the expected standard.</p> <p>Pupils with SEND who do not achieve the expected standard will make good progress relative to their starting points. This is evidenced on the class data matrices.</p> <p>Pupils with SEND who do not achieve the expected standard will make good progress relative to their starting points.</p>

December 2023 review:

- The July 2023 Y4 cohort had 55% of disadvantaged pupils reaching age-related expectations. (Not on course to achieve target.)
- The July 2023 Y5 cohort had 38% of disadvantaged pupils reaching age-related expectations. (Not on course to achieve target.)
- The July 2023 Y6 cohort had 77% of disadvantaged pupils reaching age-related expectations. (Target achieved.)

December 2024 review:

- The July 2024 Y3 cohort had 56% of disadvantaged pupils reaching age-related expectations. (Not on course to achieve target.)
- The July 2024 Y4 cohort had 50% of disadvantaged pupils reaching age-related expectations. (Not on course to achieve target.)
- The July 2024 Y5 cohort had 73% of disadvantaged pupils reaching age-related expectations. (Target Achieved)
- The July 2024 Y6 cohort had 75% of disadvantaged pupils reaching age-related expectations. (Target Achieved)

Improved maths attainment among disadvantaged pupils.

Maths outcomes in July 2025 will demonstrate that in each year group in KS2, at least 70% of disadvantaged pupils will meet the expected standard.

Pupils with SEND who do not achieve the expected standard will make good progress relative to their starting points. This is evidenced on the class data matrices using the 'Ready to Progress' Criteria

December 2023 review:

- The July 2023 Y4 cohort had 64% of disadvantaged pupils reaching age-related expectations. (Not on course to achieve target.)
- The July 2023 Y5 cohort had 46% of disadvantaged pupils reaching age-related expectations. (Not on course to achieve target.)
- The July 2023 Y6 cohort had 69% of disadvantaged pupils reaching age-related expectations. (Target achieved.)

December 2024 review:

- The July 2024 Y3 cohort had 67% of disadvantaged pupils reaching age-related expectations. (Not on course to achieve target.)
- The July 2024 Y4 cohort had 57% of disadvantaged pupils reaching age-related expectations. (Not on course to achieve target.)
- The July 2024 Y5 cohort had 64% of disadvantaged pupils reaching age-related expectations. (Not on course to achieve target.)
- The July 2024 Y6 cohort had 67% of disadvantaged pupils reaching age-related expectations. (Not on course to achieve target.)

Although the figures in maths show that targets have not been met, the introduction of 'out of year group' tests working on precise foci from the Ready to Progress Criteria (Produced by our Maths Lead using the Non Statutory DfE guidance) has enabled us to show the incremental gains our disadvantaged pupils are making.

In July 2024, 60% of disadvantaged pupils achieved ARE in maths and 24% of the cohort made positive progress and only 3 pupils made little progress.

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.

- **All staff foster a holistic view of all pupils.**
- Staff prioritise building positive relationships and getting to know each child as an individual. We recognise that every child is unique, with their own circumstances, and we avoid making assumptions or decisions based on labels or categories.
- Specific needs for individuals are being met/supported or provided for within and beyond class.
- Outcomes for those children are improved due to precise identification of need (including SEND).
- Staff provide breadth of experiences for disadvantaged pupils to gain cultural and social capital, including creating a sense of belonging.

December 2023 review:

- Pupil-level individual feedback was provided by teachers to support the PP Champion in better understanding barriers for each child.
- 1:1 and small-group assessments (Little Wandle 'Rapid Catch Up' and out of year group Maths RTPs) have taken place and enabled intervention timetables to be formed.
- Further liaison required with parents so they can offer insight into their perspective on their child's needs.

December 2024 review:

- Teachers have had regular training focusing on Devon's graduated response tool: All teachers have a secure understanding of the process. They are acting promptly when they recognise a need and documenting the process thoroughly.
- Positive feedback received from parents during SEND drop-in sessions/coffee mornings and evenings.
- Strategies to support Pupil Premium children are discussed as part of safeguarding team meetings, attendance team meetings and at pupil progress meetings with teachers. This has resulted in inviting children to breakfast club; creating bespoke SEMH and C & I intervention groups (with Assistant SENDCo and Emotional Support TA), funding extra forest school sessions and inviting children to be part of the football team (sense of belonging).
- Staff meeting time has been allocated so that teachers can create documentation about the holistic view of the children in their class, identifying areas of need and creating targets.
- 26 of our disadvantaged children attend breakfast club: 19 of whom attend consistently, attending an average of 54 sessions per term.

Intended Outcome: on track to achieve

To achieve and sustain improved wellbeing for all pupils in our school,

Sustained high levels of wellbeing by July 2025, demonstrated by:

<p>particularly our disadvantaged pupils.</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. • Strengths and Difficulties Questionnaires (carried out as part of targeted SEMH interventions led by Assistant SENDCo and Emotional support specialist TA) demonstrate a positive impact.
<p><u>December 2023 review:</u></p> <ul style="list-style-type: none"> • Liaison has taken place between the PP Champion and the PE subject leaders to develop a process whereby individuals eligible for PP can access after school sports clubs – particularly those that require payment, which may be a barrier to their attendance. • Afternoon SEMH interventions have been scheduled and begin in January 2024. These will support pupil wellbeing and increase their self-awareness. A specific focus will be placed on ‘zones of regulation’ work. <p><u>December 2024 review:</u></p> <ul style="list-style-type: none"> • Wellbeing survey (for children) has been purchased through the ‘SCARF’ (PSHE curriculum). <i>Data will be collated in the spring term 2025.</i> • Using ‘quickcheckers’ followed by Strengths and Difficulties Questionnaires, Assistant SENDCo and Emotional support TA have supported teachers to identify the SEMH and C & I needs of our pupils. They have been grouped according to their needs and have specific targets to work on. • Strengths and Difficulties Questionnaires (carried out as part of targeted SEMH interventions) are demonstrating a positive impact. • New PE Subject Lead has produced a document to evidence participation of disadvantaged pupils to clubs and enrichment activities. <i>(Data to follow)</i> <p>Intended Outcome: on track to achieve</p>	
<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
<p><u>December 2023 review:</u></p> <ul style="list-style-type: none"> • There has been increased communication between the PP Champion and disadvantaged parents due to his additional responsibilities as the Attendance Champion. This has enabled the building of relationships with different families and led to a better understanding of their needs. 	

- Further work is required moving forwards to engage with the parents of pupils eligible for pupil premium at a cohort level.

December 2024 review:

- New PP Lead, Kit Hardee, has made phone calls to many families (often a crossover with attendance). As a result, more children are now attending breakfast club (improving their attendance), some are now being supported to access music lessons and others have been given additional forest school sessions.
- 26 of our disadvantaged children attend breakfast club: 19 of whom attend consistently, attending an average of 54 sessions per term.
- PP Champion also liaises with Early Help lead to discuss families and offer additional support if required.
- Spring term focus for Kit Hardee, the PP Lead, will be to continue to make personalised calls to disadvantaged families, communicating our school offer whilst finding out any bespoke needs.

Intended Outcome: on track to achieve

Improved attendance.

Sustained high attendance by 2024/25 demonstrated by:

- Teachers build positive relationships and are in regular communication with parents;
- Attendance team meet regularly and look at every child (and family) as a unique case, supporting with a range of strategies including: free attendance to breakfast club; attendance to clubs or Early Help.
- Attendance team work in collaboration with teachers to increase engagement: e.g. special morning jobs.
- The number of pupils who are persistently absent will decrease from 31 to 20 (or below) and disadvantaged from 11 pupils to 5 (or below).

December 2023 review:

- Significant effort has been put in during the 2023-2024 Autumn Term to raise the level of attendance amongst pupils at Hazeldown, particularly those who are disadvantaged. This has involved regular (three-weekly) meetings and the following of local and national guidance.
- December 2023 attendance figures in relation to whole school attendance, whole school persistent absenteeism and whole school serious absenteeism compare favourably to national averages.

In relation to the targets above, the figures are as follows:

- The percentage of all pupils who are persistently absent is 12%. **(Not on track to achieve target.)**
- The persistently absent gap between disadvantaged pupils and their non-disadvantaged peers is currently 16%. **(Not on track to achieve target.)**

December 2024 review:

- Attendance team has increased, each member now with a different responsibility. This includes the Headteacher, Deputy Headteacher (PP lead), Senior Administrator

and Early Help Lead (all of whom are part of the safeguarding team). This has enabled staff to build and maintain positive relationships with families.

- Attendance team discuss each individual case in detail (rather than labelling groups of children or relying on statistics) and collectively decide what actions to take.
- There have been a number of success stories: for some children, funding breakfast club sessions has helped increase attendance; for others, having access to our 'Morning Hub' in the library has given them a positive start to the day; and, through Early Help, some families have also benefitted from having an Education Key Worker or Family Intervention Worker.
- 26 of our disadvantaged children attend breakfast club: 19 of whom attend consistently, attending an average of 54 sessions per term.
- The number of pupils who are persistently absent is 31 (11 of whom are disadvantaged).
- 1 pupil is severely absent

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.
TT Rockstars & Numbots	Maths Circle Ltd.
Free School Meal Eligibility Checker	Capita
Accelerated Reader	Renaissance
Little Wandle	Little Wandle
Languagenut	Languagenut