

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Hazel Leys Academy
Number of pupils in school	 HAZEL LEYS ACADEMY
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	September 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Beverley Trotman Head Of Academy
Pupil premium lead	Beverley Trotman Head Of Academy
Executive Lead	Chrissie Barrington Executive Principal

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,335.00
Recovery premium funding allocation this academic year	£9,715
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£108,050

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

At Hazel Leys Academy, the intent remains one where all individuals are regarded with high esteem. The school encourages and promotes a learning environment in which Pupil Premium pupils are happy to attend, where they work diligently to reach ambitious progress targets and to attain proficient grades and where parents and staff recognise and celebrate those achievements. The school wants and will work diligently to develop well rounded, independent and confident learners.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who are LAC and young carers. We will remove barriers to learning created by poverty, family circumstances and backgrounds and ensure wide access to enrichment and extracurricular activities which we believe have a profound impact on the lives and well-being of our pupils.

Our purposeful curriculum is therefore designed to give children the entitlement to:

- **Knowledge** - develop a rich and deep subject knowledge.
- **Skills** - secure basic skills in reading, writing and maths.
- **Enrichment** - develop new skills and independence through a variety of contexts and enrichment experiences.
- **Culture** - provide a cultural, arts and sporting programme.
- **Aspiration** - be curious learners - experiencing the engagement in, challenge and enjoyment of learning.
- **Diversity** - gain an understanding of fundamental British Values to inform their own moral code.

Intent:

Our curriculum is fully inclusive to every child. We have a broad, balanced and differentiated curriculum ensuring the progressive development of knowledge and skills; and for the children to develop a love for learning for the rest of their lives. We offer emotional well-being and foster a support network within the home. We want children to be able to access enrichment opportunities as part of their curriculum, thus embedding enrichment activities throughout our curriculum.

Implementation:

At Hazel Leys Academy teaching and learning is planned using assessment for learning. This personalised approach expects all children to reach or exceed national expectations, to achieve in all areas of development and to be able to generalise their

learning to new situations. High expectations of progress apply equally to children working above, at, or below age-related expectations, including those who have been identified as having special educational needs. All children are entitled to participate, fulfil targets and succeed; and teaching and learning is characterised by ambitious objectives, challenging personal targets, rapid intervention to keep pupils on trajectory and rigorous assessment to check and maintain pupil progress. There are clear plans to support those who are struggling to maintain trajectory. The teacher's priority is to support children so that they can keep up with the pace of learning and make good rates of progress.

By supporting equality of opportunity and inclusion we endeavour to close or narrow the attainment and progress gaps evident between groups of pupils within school and nationally.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Impact:

Impact will be measured, not only in academic outcomes, but also in all aspects of development. This will include all skills, behaviour, attitude and in children showing that they can care for themselves, others and the world in which they live. For children to know that they are the instigators of change and that they are able to contribute positively to society.

The impact of our curriculum is measured by assessment procedures which allow us to measure outcomes against all schools nationally:

- EYFS % of pupils achieving a 'Good level of development' (GLD)
- Phonics Screening Test at the end of Year 1
- End of KS1 % of children working towards or at the expected standard and at Greater depth in reading, writing and maths
- End of KS2 % of children working towards or at the expected standard and at Greater depth in reading, writing and maths

The impact of those other key skills for life will be measured in self-fulfilment and in recognition by others through awards and rewards.

Children are placed at the centre of all that we do and the academy's success will be measured by how well the academy is able to fulfil that goal.

Challenges

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

Challenge number	Detail of challenge
1 Parental Engagement	Lack of parental engagement and/ or support- ensure that our most disadvantaged families are signposted and supported. Family support worker to work closely with the LA and other Academy schools on cross-school outreach programmes.
2 Oracy Skills, Writing	Oral language skills and Writing are a challenge for our Pupil Premium children due to poorer grammatical understanding and vocabulary acquisition
3 Interventions to close the gaps	Targeted and same-day intervention is needed to close gaps- Timetable challenges.
4 CPD for staff	Staffing- ensure there is enough time given to staff for professional development. Use of INSET and staff meetings to ensure a range of CPD opportunities- CPD schedule in place.
5 Low attendance	Attendance – Regular attendance for our disadvantaged pupils is key to them attaining as expected or better.
6 Extra-curricular	Low uptake of extra-curricular enrichment opportunities. Participating in additional enrichment opportunities add to the development of the whole child. For example Sports, Music, School Trips and other enrichment activities
7 Phonics	Phonics - There are increasing numbers of pupils who start junior school without a secure understanding of phonics. We therefore need to re-assess children on entry and develop programmes to address this need.
8 Vocabulary Development	This is an issue that has been noted nationally. Consequently, we are developing several to provide creative opportunities to improve language skills; developing CPD opportunities for staff; and producing bespoke vocabulary programmes for our pupils.

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
Communication between parents and	Parents feel they can discuss with school, their family needs and wants. Parents are signposted accurately by school.

school continue to thrive and parents feel supported in their needs.	https://pearl.plymouth.ac.uk/bitstream/handle/10026.1/13381/EEF_Parental_Engagement_Guidance_Report.pdf?sequence=1 https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Summary_of_recommendations.pdf?v=1635355222
Pupils make accelerated progress in Writing	<p>The gap will close so that their attainment shifts closer to that of their peers</p> <p>Close the gap marking improves visible outcomes for all pupils</p> <p>Succinct vocabulary choices in writing</p> https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf
To improve vocabulary of our PP children in EYFS/ KS1 and KS2.	<p>A rich and varied vocabulary used by our children, both at home and at school.</p> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2
Targeted and same-day intervention	<p>In-year and across year gap is closed for R, W, M.</p> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions
All staff to have participated in phonic training to support all pupils, including those who are disadvantaged.	<p>Increase in phonic screening results in Year 1.</p> <p>Increase in Year 2, pupils passing phonic screening.</p> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics
To achieve in line with the National Average in Phonics.	<p>Increase in the number of pupils achieving national average in phonics, as well as KS1 and KS2 Reading results.</p> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics
To improve attainment and progress of our PP children.	<p>Increase of progress and raised attainment within our PP pupils.</p>
Additional needs of Pupil Premium children are clearly identified and addressed	<p>Identification of and support for SEND/EAL or additional needs to ensure Pupil Premium pupils make expected progress or exceed their targets set for R, W and M.</p>
Improve attendance to 97%	<p>Close links with home and school, including follow up calls/ letters. Family Support Worker in place to track, monitor and intervene.</p>

	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities
Extra-curricular opportunities	At least 90% of PP children take up a club each half term leading to improved confidence, attainment and better mental health.
To broaden pupil's life experiences.	Children are provided with a rich and varied curriculum, full of enriching learning opportunities.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics training	A phonics programme will be chosen specifically for our pupils, incorporating and triangulating the resources and learning opportunities that we provide. Identified children will access this programme regularly and consequently improve their phonics knowledge and apply this when reading and writing. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,7
Quality First Teaching supported by evidence informed CPD for teachers and support staff.	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	4
Knowledge rich curriculum.	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.	2,3,4,8
A broad and engaging curriculum that focusses on language acquisition.	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.	2,3,4
Recruitment of Intervention teacher 4 x afternoon session to support with phonics and	EEF: High quality small group interventions	2,3,4,7

early reading across KS1.		
Sports/ creative programme of study	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. https://www.llse.org.uk/uploads/datahub/4567ceb%5E_03in-03/2021-01-25-Sutton%20Trust%20-%20Life- Lessons- Report_FINAL%20(1).pdf	6
PP children receive class text for each half term.	EEF: Identify pastoral needs for individual families. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1,2,3,4
Vocabulary	A whole school strategy for teaching and learning vocabulary will be embedded across the curriculum. Children’s receptive language will improve which will, in turn, improve reading ages and writing skills. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	8

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

Budgeted cost: £28,332,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching support for all teachers and teaching assistants.	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf	4
Small group interventions/ support in KS1 for phonic specific and early reading.	EEF: High quality small group interventions https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf	2,3,4,7,8
Same day- in class, intervention.	EEF: High quality small group interventions	2,3,4
Teacher-led, targeted group teaching	EEF: Small group tuition is most likely to be effective if it is targeted at pupils specific needs.	2,3,4

	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf	
Specific intervention programmes, led by both the Teacher and Teaching Assistant.	EEF: High quality small group interventions https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf	2,3,4
Pupil Progress Meetings track progress of PP pupils and appropriate, timely interventions are put in place.	EEF: High quality small group interventions https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf	2,3,4
1:1 Boosters / group boosters in Year 6.	EEF: High quality small group interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	3,4
Family support worker to provide support for families and children for transition into school.	EEF toolkit– Parental engagement Decrease in numbers of families in CIN, CP due to increase in families accessing early intervention from Inclusion lead. A dedicated person in the role, who builds a relationship where the parents trust them and feels they will listen to them and provides them with the support they require, leads to improved relationships with school and home lives for the whole family. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Summary_of_recommendations.pdf?v=1635355222 Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.	1,5
Revision guides for Year 6	EEF: Support with academic learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1,5

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creating a sports/ creative arts programme.	<p>Enrichment activities offer children a context for leaning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p> <p>EEF – sports participation increases educational engagement and attainment.</p> <p>https://www.llse.org.uk/uploads/datahub/4567ceb%5E03in-03/2021-01-25-Sutton%20Trust%20-%20Life-Lessons-Report_FINAL%20(1).pdf</p>	1,5
To implement enrichment opportunities, for example, food tasting.	<p>Enrichment activities offer children a context for leaning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p>	6
Improve attendance. Communication with families made easier by strength of relationships already in place, meaning their families trust the school's approaches and support the strategies in place for learning as well as well-being.	<p>EEF toolkit– Parental engagement</p> <p>Decrease in numbers of families in CIN, CP due to increase in families accessing early intervention from Inclusion lead.</p> <p>A dedicated person in the role, who builds a relationship where the parents trust them and feels they will listen to them and provides them with the support they require, leads to improved relationships with school and home lives for the whole family.</p> <p>Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Summary_of_recommendations.pdf?v=1635355222</p>	1,5
Daily phone calls- supports established relationships and routines.	EEF: Identify specific pastoral needs for families.	1,5
Improve well-being.	EEF: Identify specific pastoral needs for families.	1,5

Subsidise residentials for our children.	Pupil surveys reflect greater enjoyment and engagement in school.	1,5,6
Breakfast Club entitlement for PP children	EEF: Identify specific pastoral needs for families.	1,5
Book fair ticket	EEF: Identify specific pastoral needs for families.	1,2,6

Total budgeted cost: £ 108,050

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the **impact that our pupil premium** activity had on pupils in the 2020 to 2021 academic year.

Review of the year 2021-2022:

Aim	Outcome
<p>Communication between parents and school continue to thrive and parents feel supported in their needs. Parents feel they can discuss with school, their family needs and wants. Parents are signposted accurately by school.</p>	<p>Termly class newsletters which link with learning from the curriculum.</p> <p>Remote Learning provision updated on the school website.</p> <p>New Family Support Worker in position with the support of the school SENCO, DSLs and DDSLs providing pastoral care.</p>
<p>Pupils make accelerated progress in Writing - The gap will close so that their attainment shifts closer to that of their peers Close the gap marking improves visible outcomes for all pupils Succinct vocabulary choices in writing</p>	<p>All pupils 31 = Writing 73%</p> <p>Disadvantaged pupils 9 = Writing 89%</p>
<p>To improve vocabulary of our PP children in EYFS/ KS1 and KS2. A rich and varied vocabulary used by our children, both at home and at school.</p>	<p>Each class has a working wall which include subject vocabulary (tier 3)</p> <p>Subject specific vocabulary explored in every class</p>
<p>Targeted and same-day intervention - In-year and across year gap is closed for R, W, M.</p>	<p>The school provided before and after assessment interventions for Year 2 and Year 6 pupils</p>

Year 6	Targets %	Dec %	April %	July %	July% 1 new
Reading (all) 31	77	65	74	77	77
Reading Dis 9	100	78	100	100	100
Reading SEND 6	0	0	17	33	33
Writing (all)	70	61	68	71	73
Writing Dis	80	67	78	89	89
Writing SEND	0	0	17	0	0
Maths (all)	73	52	71	71	71
Maths Dis	80	22	78	67	67
Maths SEND	0	17	17	17	17
Combined (all)	63	39	61	65	65
Combined Dis	70	11	51		67

Year 2	Targets %	Dec %	April %	July %
Reading (all) 31	67	68	45	65
Reading Dis 8	57	63	25	50
Reading SEND 5	67	60	20	60
Writing (all)	67	58	45	61
Writing Dis	57	25	25	38
Writing SEND	67	50	20	20
Maths (all)	73	65	58	58
Maths Dis	57	50	38	38

Employed an extra teaching assistant to provide interventions year 1 and year 2 R, W,M catch up.

Year 2	Targets %	Dec %	April %	July %
Reading (all) 31	67	68	45	65
Reading Dis 8	57	63	25	50
Reading SEND 5	67	60	20	60
Writing (all)	67	58	45	61
Writing Dis	57	25	25	38
Writing SEND	67	50	20	20
Maths (all)	73	65	58	58
Maths Dis	57	50	38	38

Year 1	Targets %	Dec %	April %	July %
Reading (all) 29	67	62	52	76
Reading Dis 7	50	29	29	57
Reading SEND 2	33	50	50	50
Writing (all)	67	62	62	62
Writing Dis	50	29	29	29
Writing SEND	33	50	50	50
Maths (all)	80	72	69	76
Maths Dis	63	43	43	43
Maths SEND	33	50	50	50

<p>All staff to have participated in phonic training to support all pupils, including those who are disadvantaged.</p>	<p>All staff participated in two twilight Phonic sessions ran by Janet Thompson – Dfe.</p> <p>Phonics leader provided with regular phonics support for leadership, tracking, monitoring and evaluation</p>																																																																								
<p>To achieve in line with the National Average in Phonics. Increase in the number of pupils achieving national average in phonics, as well as KS1 and KS2 Reading results.</p>	<p>Y1 Phonics PP - 42.9% passed (3/7 pupils) Nat average PP 2019 – 70%</p> <p>End of KS1 reading – 57.1% - expected + (4/7pupils) Nat average PP 2019 – 60%</p>																																																																								
<p>To improve attainment and progress of our PP children. Increase of progress and raised attainment within our PP pupils.</p>	<table border="1" data-bbox="776 737 1320 1077"> <thead> <tr> <th>Year 6</th> <th>Targets %</th> <th>Dec %</th> <th>April %</th> <th>July %</th> <th>July% 1 new</th> </tr> </thead> <tbody> <tr> <td>Reading (all) 31</td> <td>77</td> <td>65</td> <td>74</td> <td>77</td> <td>77</td> </tr> <tr> <td>Reading Dis 9</td> <td>100</td> <td>78</td> <td>100</td> <td>100</td> <td>100</td> </tr> <tr> <td>Reading SEND 6</td> <td>0</td> <td>0</td> <td>17</td> <td>33</td> <td>33</td> </tr> <tr> <td>Writing (all)</td> <td>70</td> <td>61</td> <td>68</td> <td>71</td> <td>73</td> </tr> <tr> <td>Writing Dis</td> <td>80</td> <td>67</td> <td>78</td> <td>89</td> <td>89</td> </tr> <tr> <td>Writing SEND</td> <td>0</td> <td>0</td> <td>17</td> <td>0</td> <td>0</td> </tr> <tr> <td>Maths (all)</td> <td>73</td> <td>52</td> <td>71</td> <td>71</td> <td>71</td> </tr> <tr> <td>Maths Dis</td> <td>80</td> <td>22</td> <td>78</td> <td>67</td> <td>67</td> </tr> <tr> <td>Maths SEND</td> <td>0</td> <td>17</td> <td>17</td> <td>17</td> <td>17</td> </tr> <tr> <td>Combined (all)</td> <td>63</td> <td>39</td> <td>61</td> <td>65</td> <td>65</td> </tr> <tr> <td>Combined Dis</td> <td>70</td> <td>11</td> <td>51</td> <td></td> <td>67</td> </tr> </tbody> </table> <p>Progress and attainment of PP tracked and monitored.</p>	Year 6	Targets %	Dec %	April %	July %	July% 1 new	Reading (all) 31	77	65	74	77	77	Reading Dis 9	100	78	100	100	100	Reading SEND 6	0	0	17	33	33	Writing (all)	70	61	68	71	73	Writing Dis	80	67	78	89	89	Writing SEND	0	0	17	0	0	Maths (all)	73	52	71	71	71	Maths Dis	80	22	78	67	67	Maths SEND	0	17	17	17	17	Combined (all)	63	39	61	65	65	Combined Dis	70	11	51		67
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<p>Improve attendance to 97% Close links with home and school, including follow up calls/ letters.</p>	<p>PP and non-PP attendance is broadly the same. The impact of Covid-19 has meant that the average attendance is below target.</p>																																																																								
<p>Extra-curricular opportunities - At least 90% of PP children take up a club each half term leading to improved</p>	<p>Opportunities provided for all pupils across KS1 and KS2:</p>																																																																								

<p>confidence, attainment and better mental health.</p>	<p>Multi skills Sports Club, Netball, Gardening, Reading for Pleasure Book club, Singing club</p> <p>Total PP pupils 73</p> <p>Total PP pupils accessed clubs 38 = 52%</p>
<p>To broaden pupil's life experiences. Children are provided with a rich and varied curriculum, full of enriching learning opportunities.</p>	<p>Rich experiences provided across year groups. Maths Days, Residential visit, kayaking, abseiling, team building activities. Visits from elite athletes through the Mintridge Foundation.</p>