



Hazel Slade Primary

Head of School: Mrs Sarah Camacho



Pupil Premium Strategy 2018/2019

Context

We are a small, friendly primary school on the edge of Cannock Chase AONB.

Our pupils enjoy coming to school and we aim to make learning exciting and fun. Hazel Slade Primary Academy is a happy school and we work closely in partnership with parents and carers to ensure that each child achieves the very best they can.

We are part of St. Bart's Multi Academy Trust which we joined in June 2018.

Our motto is '**Aim Higher**' and we strive to achieve this in all we do.

School Context

Numbers on roll: 152

At Hazel Slade we have mixed age classes.

Mobility

Pupil mobility is low at the school. The vast majority of the children who start in Reception stay with us until they leave in year 6.



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Objective of the pupil premium spend 2018-2019

The planned spend of this year's grant takes into account research findings and our understanding of PP children at our school.

1. Ensure quality first teaching for all children, ensuring at least expected progress for PP pupils.
2. Improve early speech and language in EYFS
3. Positive behaviours for learning will be adopted and fostered
4. Increased parental engagement

NUMBER OF PUPILS AND PUPIL PREMIUM GRANT (PPG) RECEIVED	
Total number of pupils on roll	148
Total number of pupils eligible for Pupil Premium Grant	39
Amount of PPG received per pupil	£1,320 / £1900
Total amount of PPG received (April 2018-March 2019)	£42,240



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RECORD OF PUPIL PREMIUM SPENDING BY ITEM/PROJECT 2018/2019				
Item/Project	Rationale & Strategy	Outcome	Cost	Impact
Specific targets and intervention for all PP children.	From a review of barriers to children's achievement, specific needs will be identified and a literacy or maths intervention programme will be delivered to improve their confidence and meet their individual targets.	Children will build confidence in their ability and make progress with small personalised targets being met, within their area of need.	£20,000	Pupils have made improved progress especially those in Year 6. SEND pupils have made progress from their starting points 
Additional reading support across the school for PP pupils	Pupils at risk of not making expected progress by the end of the year will receive additional reading / phonics support. Identified pupils receive reading support in addition to that given through quality first teaching. KS2 pupils to focus on comprehension skills and inference skills.	PP pupils make the expected progress in reading by the end of the year.	£1,000	Additional books have been purchased into the library to support reading. Accelerated Reader programme in school 
Additional maths support across the school for PP pupils	Pupils at risk of not making expected progress by the end of the year will receive additional maths support. Pupils receive maths support in addition to that given through quality first teaching. KS2 pupils to focus on comprehension skills and inference skills.	PP pupils make the expected progress in maths by the end of the year.	£1,000	Pupils have made improved progress especially those in Year 6. SEND pupils have made progress from their starting points 
Ensure PP pupils receive	Ensure PP pupils have access to a range of texts to support their learning,	PP pupils have access to a wide range of resources to support them in their learning,	£3,000	Letterbox Club was used across the school to



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appropriate additional support through resources, reading materials (in school and at home)	including fiction/ non-fiction texts to read in school and at home. Conduct PP survey to establish the quality of reading materials/ resources accessed in school and at home. Provide resources for pupils to use in school and at home that also link into child interest. Through the use of the Letterbox Club	including those who are working at age related expectations or above. Pupils to have access to the Letterbox Club materials in order to enhance reading provision		support individual readers both in school and at home. Made an improvement for a some pupils 
Quality first teaching	"Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes. Maximising the quality of teaching through the effective deployment and development of teachers and teaching assistants will therefore be at the top of any school's priorities" EEF Teachers understand the strategies they employ in their teaching and how this impacts on the pupils so that they are able to adapt to meet the needs of all learners.	All teachers are clear about who their PP pupils are in their classes and what they actively do to ensure these children meet their full potential. Through rigorous monitoring, evaluation and coaching, teaching will ensure all PP pupils make the expected progress. Through Pupil Progress meetings and Barriers to learning meetings. Teaching support assistants will receive the support they need to ensure they have the relevant skills and knowledge to meet pupils learning needs. The quality of teaching of all pupils, specifically PP, enables them to individually make the expected progress.	£5,000	Pupil Progress meetings and Barriers to learning meetings effective in moving pupils on in their learning. Identified specific areas for development have been made. 
Pupil Premium co-ordination time.	Monitor effectiveness of PP fund and report to governors. Review of child targets and their impact with teacher	PP fund being used effectively to boost progress and bridge the gap between PP and non PP children.	1.5 hour per week. £2,000	Completed 



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	<p>progress meetings and pupil interviews. Ensure children's attendance and attainment is tracked. Ensure PP children are making progress in line with their starting points. Delivery of staff meeting.</p>			
<p>Attendance to after school clubs</p>	<p>A common disadvantage for our PP pupils is lack of access to extra-curricular activities which provide opportunities to socialise and practice/ develop team building skills and confidence. Gain pupils views of which clubs they would like to see on offer after school. Staff to actively engage with parents to encourage them to allow their children to participate in after school clubs. Develop the use of lunchtime clubs run by staff and older pupils which targets specific year groups and PP pupils PP pupils will be specifically targeted to attend after school clubs. Registers kept.</p>	<p>PP pupils will be specifically targeted to attend after school clubs / lunchtime clubs. Numbers will increase.</p>	<p>Part sports fund. £500</p>	<p>Pupils actively encouraged to join clubs and these have been subsidised by school.</p> <p style="text-align: center;">■</p>
<p>Closely monitor attendance data, lates and provide facilities such as breakfast club support.</p>	<p>Many PP children arrive late for school. If this becomes a regular issue breakfast club will be offered to ensure children are able to settle into school in the morning.</p>	<p>PP children settled and are able to start their learning at the beginning of the day, without missing key aspects.</p>	<p>£1,000</p>	<p>Key groups are under support for attendance and lateness. Breakfast club offered, support from the EWO and LST</p> <p style="text-align: center;">■</p>



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Subsidised trips	A number of pupils will be unable to attend trips/ residential which will broaden their life experiences and their ability to draw on these experiences when applying it to their learning. Disadvantaged families who cannot afford trips have the cost subsidised.	PP pupils will access a wide and varied range of opportunities which they may not normally be able to access. They will draw on these experiences and apply them to their learning in school. School trips will be subsidised by school if possible	£500	Trips are subsidised for parents including the Year 5/6 residential which saw 3/28 pupils attend SEND pupils also fully accessed the residential trip ■
Increase parental engagement and provide effective parent links.	Many parents lack confidence to engage within the school community. A continued development of the 'open door' policy will continue along with face to face discussions fostered to encourage parents to engage in activities. Open evenings, class assemblies and activities will be planned with parents invited in. PP parents to get personal invites and conversations from teachers to encourage attendance.	PP parents will be more engaged and comfortable within the school environment. This will impact on their child's sense of place with in a community.	£200	Open door policy in place. Class assemblies Achievement assemblies Parents Evening - increased parent uptake to attend ■



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Identifying PP pupils across EYFS / KS1 and receive PP funding where appropriate	Low uptake due to Infants FSM. Parents don't fully understand what PP is all about and their entitlements. At new starter evenings- a clear explanation of what PP is, the criteria needed and advantages for their own children. Reminders to go on to newsletters, to encourage parents to access support / funding available.	Increase of children benefitting from PP fund.	£100	Office staff much clearer in engagement of identifying PP pupils and are working with parents to support this process. 
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Ongoing reviews. RAG rating.

Final review: July 2019.

TOTAL PPG RECEIVED	£ 42,240
TOTAL PPG EXPENDITURE	£ 34,200
PPG REMAINING	£ 8,040