

Pupil premium strategy statement – Hazel Slade Primary Academy

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	202
Proportion (%) of pupil premium eligible pupils	55 pupils 27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	1 of 3
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	K.Challinor
Pupil premium lead	K.Challinor
Governor / Trustee lead	A.Farley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,279
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£5,981.25
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</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>	£ 86,260.25

Part A: Pupil premium strategy plan

Statement of intent

Hazel Slade Primary Academy is committed to maintaining high standards of teaching and learning for all pupils.

We are a fully inclusive school that caters for all children using a quality first teaching approach along with additional support in each year group through the use of targeted interventions and additional opportunities for our pupils.

The pupil premium strategy plan focuses on improving teaching for all which is at the heart of all we do, providing professional development for all staff to ensure our pupils are receiving the best opportunities at every moment they are in school and through targeted intervention support this is both academic and social and emotional support.

The additional provisions made for pupils who belong to the disadvantaged groups is continually assessed through the use of data information and termly pupil progress meetings. We recognise that not all our disadvantaged pupils are those in receipt of / or qualify for free school meals and therefore we reserve the right to include these pupils in the pupil premium support groups and intervention. Hazel Slade has legitimately identified these pupils as being socially disadvantaged.

Main Aims

- To close the learning gap between PP and Non-PP pupils
- Raise standards by taking collective responsibility for addressing challenges and raising the outcomes and beliefs that all pupils regardless of backgrounds can achieve well.
- Ensure that the overarching pedagogy of teaching is present by all who work with the pupils in school
- Ensure appropriate provision is made for all pupils who come from vulnerable groups.
- We will liaise with the LA for pupils who receive universal school meals to identify those who are also eligible for PP funding and support parents in this process
- We will take account of current research that supports disadvantaged pupils learning development and put this into practice
- We will use the PP funding wisely to ensure all pupils are receiving access to high quality teaching and interventions for all children to be able to succeed.
- To improve the attendance of our PP pupils

Challenges

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

Challenge number	Detail of challenge
1	PP not achieving GLD in Early Years
2	PP attendance remains lower than non-PP and remains lower than National
3	Access to technology which enhances teaching and learning across the school
4	Percentage of PP children not achieving expected in R,W,M is higher than non-PP
5	PP access to SEMH intervention to raise Self esteem and help to engage in education

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
Improve maths attainment for disadvantaged pupils at the end of KS1 and KS2	<p>KS1 maths outcomes for disadvantaged will be in line with national average for expected standards for similar pupils</p> <p>KS2 maths outcomes for disadvantaged pupils will be in line with national average for expected standards for similar pupils</p> <p>PP SEMH needs are met, therefore greater engagement in learning and a positive attitude.</p>
Improve reading attainment for disadvantaged pupils at the end of KS1 and KS2	<p>KS1 reading outcomes for disadvantaged will be in line with national average for expected standards for similar pupils</p> <p>KS2 reading outcomes for disadvantaged pupils against non-pupil premium will be significantly narrowed with all making significant progress from their starting points</p> <p>PP SEMH needs are met, therefore greater engagement in learning and a positive attitude.</p>
Improve writing attainment for disadvantaged pupils at the end of KS1 and KS2	<p>KS1 writing outcomes for disadvantaged will be in line with national average for expected standards for similar pupils</p> <p>KS2 writing outcomes for disadvantaged pupils against non-pupil premium will be significantly narrowed with all making significant progress from their starting points.</p> <p>PP SEMH needs are met, therefore greater engagement in learning and a positive attitude.</p>

To improve attendance for all pupils, particularly disadvantaged pupils	<p>Using the guidance 'Working together to improve school attendance 2022' to support work being done</p> <p>Rigorously monitor and implement successful practices to improve attendance of PP pupils</p> <p>To get whole school attendance to improve so that it is >96%</p> <p>To reduce the PA % of PP pupils</p>
To increase the amount of children to achieve GLD in EYFS	<p>Improve the outcomes for our GLD pupils in line with the non PP pupils.</p> <p>To get 68%PP pupils to GLD in line with the National (National 2022-23)</p> <p>To close the gap between the PP and non-PP pupils achieving GLD</p>

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: £ 64,389

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing implementation of Pathways to Write	<p>Update materials with the new texts to keep our curriculum fresh and stimulating for PP children</p> <p>Children need access to effective writing instruction and the development of key skills in order to promote fluent written and transcription skills; whilst practicing specific spelling and literacy skills</p> <p>£ 1,725.00</p>	4
All Aboard Nursery package	<p>Purchase of resources in order to ensure effective phonic provision is provided in the Nursery.</p> <p>Purchase resources £400</p> <p>Supply cost - £110 (CPD)</p>	3,1
Additional EYFS TA provided to support development in EYFS	<p>3 hours per day, 5 days a week</p> <p>Level 3 - £8,500</p> <p>Lead small group intervention of PP pupils focus</p>	1

<p>Additional Year 1 TA – extra 10 hours of an afternoon (Year group with 21% PP have full time support) This cohort now has full time support</p>	<p>Intervention support to support children in Year 1 that did not achieve GLD Target phonic intervention (extra) Precision teach intervention SEMH ‘nurturing group’ 15 hours per week – Level 3 £11,800</p>	<p>3,4,5</p>
<p>Additional Year 5 TA – extra 10 hours of an afternoon (Year group with 52% PP have full time support) This cohort now has full time support</p>	<p>Target intervention: Reading comprehension Precision teach Spelling intervention Maths intervention 10 hours per week - Level 3£8,800</p>	<p>3,4,5</p>
<p>Continue to develop a programme of high quality CPD rooted in research</p>	<p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>Supporting disadvantaged pupils with high quality first teaching which comes from high quality CPD and consistently high standards by setting the expectations.</p> <p>Focus on resources and proven ways of improving teaching, through tried and tested methods of professional development and feedback.</p> <p>£6,000</p>	<p>1,2,3,4</p>
<p>Continue to develop a programme of high quality CPD rooted in research for TAs</p>	<p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p> <p>Supporting disadvantaged pupils with high quality first teaching which comes from high quality CPD and consistently high standards by setting the expectations.</p> <p>Focus on resources and proven ways of improving teaching, through tried and tested methods of professional development and feedback.</p> <p>£3,000</p>	<p>1,2,3,4</p>
<p>To support all learners in class and target specific individuals</p>	<p>Pre-teaching of learning before the session,</p>	<p>4</p>

	<p>TA support that is targeted and focused to specific pupils in order to access and achieve in maths and English</p> <p>1 additional adults – 5 mornings a week in Maths and English lessons – this gives an additional adult in each class</p> <p>TA L5/6 £24, 054 per year</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £9,795.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide access to online subscriptions which children can use at school and at home: Nessy Letterjoin</p>	<p>Purchase for school and provide information about how these can be accessed at home in order to further improve outcomes in Reading and Writing.</p> <p>Letter join £144 Nessy - £362</p>	4,3
<p>Additional Phonics Sessions for disadvantaged pupils and under achieving pupils</p>	<p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>EYFS pupils extra 30minute session per day (could be two shorter 15minutes sessions) KS1 pupils additional 30minutes</p> <p>Additional TA 1hour per day 5 days 24 weeks (2 terms Autumn and Spring) L5 TA £12.02 per hour £1,442.40</p>	1,4
<p>Targeted Writing Intervention (Yr 6)</p>	<p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>KS2 PP disadvantaged pupils are noted to have poorer spellings skills and this is hindering writing progress.</p> <p>Teacher led – afterschool targeted intervention (PP/disadvantaged pupils) 1:8</p>	4

	<p>Paid at £18 per hour (like that suggested on the National Tutoring payment)</p> <p>18 weeks plus resources £500</p>	
All Aboard phonic intervention for Year 1 and EYFS – online resource	<p>Purchase the online portal so that parents can support their child further at home with their phonics.</p> <p>£795 – 12 month access</p> <p>Parent workshop to explain how families can make use of the resource and how to support reading at home – delivered in house - supply £110</p>	3, 4
Speech and Language Intervention	<p>Communication and language approaches EEF (educationendowmentfoundation.org.uk)</p> <p>Key Stage One pupils - Oral language skill interventions will have a positive impact on the conversational skills, recognition of words and sounds, ability to listen and take part in conversation.</p> <p>Additional TA 1 hour per day 5 days 30 weeks to deliver the Speech and Language Programme set out by the NHS Speech and Language Specialists to our PP / disadvantaged pupils</p> <p>L5 TA £12.02 per hour</p> <p>£1,442.40</p>	1,4
Nuffield Early Language Intervention	<p>Nuffield Early Language Intervention (NELI) Project - Nuffield Foundation</p> <p>Oral language skill interventions will have a positive impact on the conversational skills, recognition of words and sounds, ability to listen and take part in conversation.</p> <p>Additional TA 1 hour per day 5 days 30 weeks plus five hours planning time</p> <p>L2 TA £10.79 per hour</p> <p>£2,500</p>	Priority 1,4

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

Budgeted cost: £14,728.32

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that PP pupils have access to afterschool clubs	At parents request PP children can access afterschool enrichment clubs free of charge, supplemented by the school. £500	5,2
Ensure that PP pupils have access to school trips and visits	At parents request PP children can access afterschool enrichment clubs free of charge, supplemented by the school. £500	5,2
To offer ELSA support to PP pupils to support SEMH	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>To provide children with access to ELSA support assistants, to work in small groups to help support children with their emotional needs.</p> <p>Training costs 2 TA's – £4,000 2 Level 5 TA one afternoon per week (key stage 1 and key stage 2) L5 TA £12.02 per hour £1,730.88</p>	2,4,5
Liaise with External Agencies to support behaviour	<p>Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)</p> <p>Ongoing Liaison with LA and EWo support targeted and supporting families with Persistent Absence</p> <p>£900</p>	4
Wellbeing Support for disadvantaged pupils to increase confidence and allow full access to learning	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>Three broad categories of SEL interventions can be identified:</p> <ul style="list-style-type: none"> • School-level approaches to developing a positive school ethos, 	5

	<p>which also aim to support greater engagement in learning;</p> <ul style="list-style-type: none"> • Universal programmes which generally take place in the classroom with the whole class; and • More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs. <p><u>Fireworks</u> – External support for pupils £2000 In School</p> <p><u>Art Therapy</u> KS1 Group KS2 Group 1TA, 2 hours a week 18 weeks x L5 TA £12.02 per hour £865.44 x 2</p>	
Small group Lego therapy intervention	<p>4 groups of 3 pupils – targeted intervention to boost self-esteem, peer relationships and behaviour.</p> <p>Level 3 TA – 1 afternoon per week £77 per afternoon x 36 – £2,772</p>	2,6
Support in decreasing barriers to learning for pupils attendance	<p>To prioritise the attendance of PP pupils to ensure pupils attendance is 94% and above.</p> <p>Office Staff to look at Attendance – weekly complete weekly tracking and support in making home visits and meetings with parents, L4 £11.59 per hour – 3 hours per week – 42 weeks £1,460</p>	5, 1, 2

Total budgeted cost: £88,913.12

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Hazel Slade has reviewed its performance of our disadvantaged pupils' performance during the academic year 2022-23. Using the Key Stage One, Two (interim) and Phonics screening check results. Early years Foundation Stage Profiles and our own internal assessments

We compare our data outcomes for all pupils and disadvantaged pupils.

Pupil premium was spent wisely and in its full to provide intervention, additional teachers and focused CPD to enhance teaching. This had positive impacts on pupils attainment. Behaviour, learning behaviour and wellbeing was still a concern for some cohorts in the school and this impacted negatively on attainment. With wellbeing again needing to be prioritised so that children are mentally stable enough able to learn. Some pupils are continuing to struggle with social skills and the ability to focus and listen, this is especially evident in the EYFS, where children entered school far below expectations.

Access to high quality teaching and high-quality support via targeted interventions for reading, writing, maths was one of the overarching key priorities.

Continue to secure phonics skills and reading to enhance reading skills and influence reading for pleasure.

KS1 – Phonics Data

21-21 phonics data shows 66.7% of PP children reached the expected level, however the impact of the new phonic scheme, staff CPD and phonic intervention using All Aboard had a positive impact, as 77.8% of PP children reached the expected level. This progress can be built on further next year as the scheme becomes more established.



Improve oral language and vocabulary skills using NELI interventions.

NELI intervention continued this year, but it did not have the same impact as the previous year. 83% disadvantaged pupils achieved expected at the end of Early Years for communication and language in 22, however only 42.9% achieved the expected level in Communication and Language. Three of the pupils accessing NELI intervention made progress, however they were

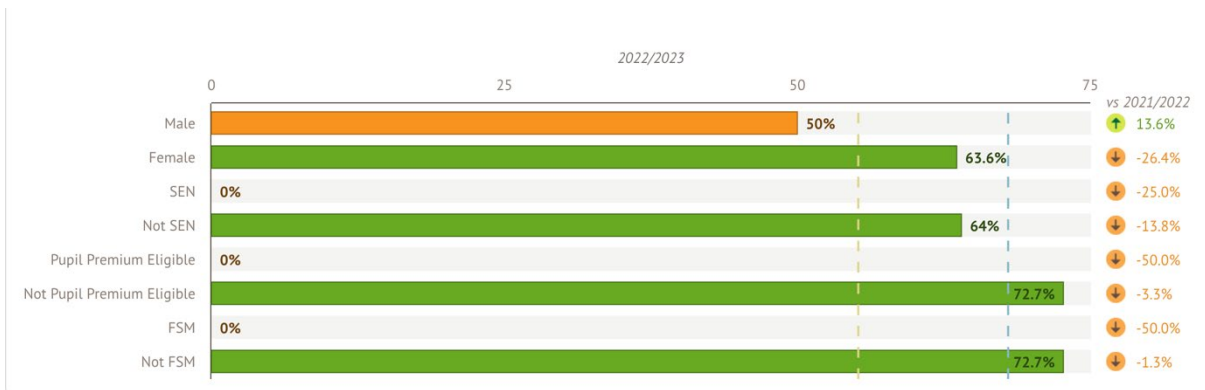
further behind in their starting points. Staff changes also impacted on NELI delivery, as not all staff had had the NELI training. With more CPD next year the NELI programme should be more effective to raise standards in communication and language in the EYFS.

To continue to improve attendance and punctuality of PP pupils

Academic year 2021 – 2022 saw the year attendance of 93% disadvantaged pupils and 94.9% non-pupil premium children. This is an improvement from the previous year, however the gap between the PP and the non-PP still remains. This showing that interventions and support work around attendance is working although the figure still remains too high. Work is continuing to improve attendance.

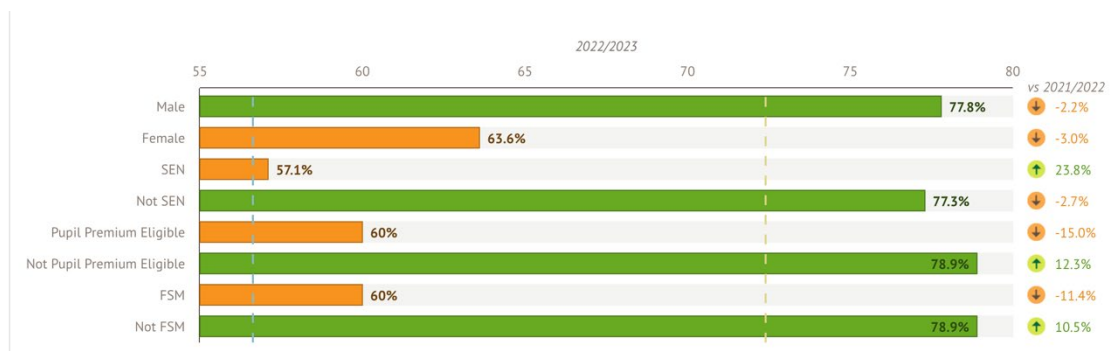
Narrow the gap between PP pupils and Non-PP pupils at the end of KS1 and KS2 – Results 2021-2022

Early Years – Good Level of Development 29 pupils

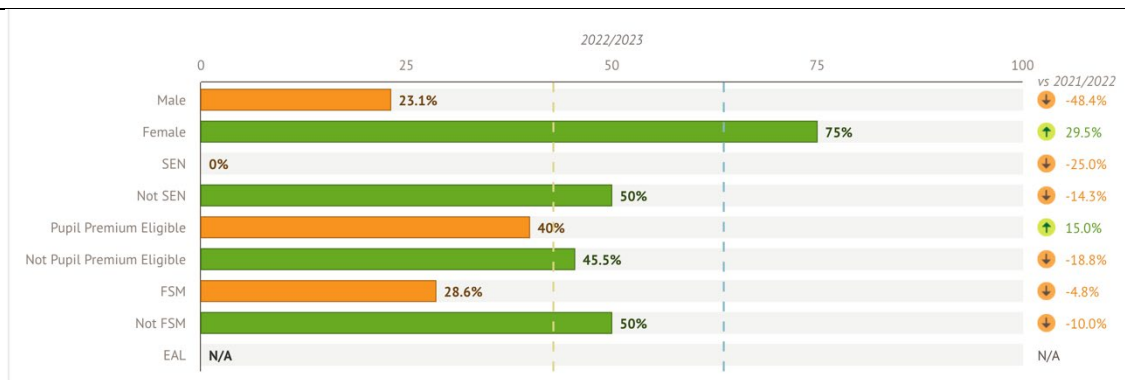


No PP pupils achieved GLD, and 72.7% of non PP did reach GLD. This needs to be a target for the following year.

KS1 – 30 pupils



KS2 – 20 pupils



The gap between the non PP and the PP is smaller, however both groups of children achieved lower than the National. This was due to poor learning behaviour, SEMH needs and a high level of SEND (also PP) pupils.

Continue to develop Well Being opportunities to support Social, emotional and Mental Health and Relationships needs.

Leaders and staff have worked diligently to support pupils’ wellbeing in order to, allow them to focus on routines and practices in order, for them to be able to learn. The addition of SEMH interventions such as Lego therapy, play dough therapy, sensory circuits and Forest School and ‘Nurturing groups’ have supported our most vulnerable pupils whose wellbeing was impacting their learning and supported them in access class learning again. year to support our most disadvantaged pupils. The impact of the external support group ‘Fireworks’ has supported the transition in Key Stage 2 of our more vulnerable pupils.

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
NFER Tests	National Foundation for Educational Research
PUMA PIRA assessments	Hodder
Pathways Writing and Intervention	The Literacy Company
Precision teach	EP service
NELI	Nuffield Foundation
Speech and Language	NHS SALT Team
Lego Therapy	ASC Inclusion / Bricks Therapy Training
Art Therapy	Autism Awareness Training

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.