

# Pupil premium strategy statement

## High Hazels Academy (Infant)

This statement details our school's use of pupil 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	High Hazels Academy
Number of pupils in school	294
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2025- 2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2028
Statement authorised by	Marie Elliott
Pupil premium lead	Rebecca Mitchell
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	HHI = £224,168
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£224,168

# Part A: Pupil premium strategy plan

## Statement of intent

At High Hazels Academy, we have high expectations and aspirations for all our children and believe that all children, no matter of their background or challenges they face, achieve well across the entire curriculum and make good progress in their learning. We are committed to continuous improvement in all that we do so that we provide our pupils with a high-quality education, which has significant benefits to our disadvantaged pupils.

We recognise the barriers to learning some of our children are linked to their background, yet we strongly promote a caring, enthusiastic, determined and ambitious school culture to support our pupils to be passionate, have a thirst for knowledge and a drive to learn. As such, we are determined to ensure that all our children are given every chance to realise their full potential whilst they are a pupil in our school. Pupil Premium funding represents a significant proportion of our budget; this policy details how we will ensure it is spent to maximum effect.

The 'Best in Everyone' underpins our expectations for all pupil groups and staff. High quality teaching and learning is the focus of our approach. As a school, we are focused on continually developing the quality of teaching that we provide through a personalised CPD programme (Instructional coaching) as consistent effective teaching benefits all pupils, but especially disadvantaged pupils.

To reduce the disadvantage gap, our curriculum is designed to support key identified areas of need such as depth of pupils' vocabulary and wider experiences. Our strategy enhances the experiences the pupils have with our education with character charter and curriculum delivery. Alongside this, the curriculum is threaded with vocabulary teaching and oracy.

We are responsive to our pupils through our close relationships with families and pupils alongside our ongoing assessments. This helps us to identify pupils who are vulnerable to not making expected progress and ensure that we address any barriers and support them to reach their full potential. To support pupils to achieve their full potential, we are driven to support families to reduce any social, emotional and health barriers to improve attendance and engagement with the school community. We do this through support with access to food, specialist advice and training alongside our community and school events to reduce barriers and improve confidence.

We recognize and respond to the changing needs of our families as challenges can arise and change for individuals and our community. This helps us to support our community and our pupils to break through barriers.

All our work through pupil premium is aimed at accelerating pupil progress through tailored support, quickly- to close the gap between disadvantaged pupils and their non-disadvantaged peers.

Our aims:

- To ensure attainment and progress for disadvantaged pupils are in-line with non-pupil premium pupils in reading, writing and maths.
- To increase the attendance of Pupil Premium pupils in line with non-pupil premium pupils.
- To increase the partnerships with local community groups and organisations to support families to access a broader range of services in our Woodlands community hub.
- To improve the curricular opportunities and character development of the children through a pupil charter.
- To develop pupils' emotional awareness and regulation.
- Pupils Communication and language outcomes have increased through effective provision in EYFS.

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Oral language skills in EYFS are low for pupils including Pupil Premium upon entering the school. In FS2, despite good intervention impact been seen, sentence formulation and subject specific vocabulary are a barrier. This potentially impacts on progress in subsequent years.
2	Communication and language are a barrier which needs to be bridged to support pupils to increase their social and academic language to increase their attainment in reading, writing, and maths.
3	Children, who join school as New to English, make slower than expected progress due to missed early learning fundamentals, such as critical thinking, social capital, oracy, word reading and breadth of vocabulary.
4	Pupils' cultural capital and background knowledge can be limited which impacts pupils' depth of vocabulary, schema complexity and application of learning.
5	Many of our children lack emotional awareness and the ability to regulate their emotions appropriately. The number of children with attachment difficulties and sensory difficulties in school is increasing which has the potential to impact on behaviour and learning.
6	Poor attendance slows progress. Attendance rates for pupils eligible for PP are below the national expected attendance figures.
7	Families access to services to support can be limited due to social isolation, geographic isolation and language barriers, which can limit their access to high quality housing, health and social care and wellbeing services.

## 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
<p>In FS1 most children including those eligible for Pupil Premium children will have expected levels of speech and language by the time they move to FS2.</p> <p>In FS2 and Y1 children's sentence formulation scores will be in line with the expected level for their age.</p>	<p>95% of children in FS1 who do not have a language-based SEN issue will have reached the expected standard in speaking at the end of FS1 and will have met the High Hazels language criteria.</p>
<p>Vocabulary teaching is fully embedded throughout the curriculum to ensure all children who do not have fluent English proficiency are supported to develop their vocabulary.</p>	<p>Word Aware and Shape coding approach is used to teach vocabulary and incorporated into knowledge organisers for all children.</p> <p>95% of children doing LEAP groups make rapid progress to the next stage.</p> <p>Children progress through phonics RWI scheme and are off the system by the end of KS1.</p>
<p>There will be a year-on-year improvement of non-complex (including SEND, EAL children with an identified social and/or emotional need) disadvantaged children, particularly boys to achieve their individual target by the end of the academic year and will be fully prepared to begin the next year group at the appropriate programme of study.</p>	<p>95% of non-complex disadvantaged children will achieve their end of year targets in reading, writing and maths.</p>
<p>Pupils eligible for Pupil Premium have access to a wide range of enrichment activities throughout the year. This is closely tracked and monitored to ensure high participation levels.</p>	<p>100% of disadvantaged pupils have accessed the enrichment offer within the year. Attendance to the clubs and groups is consistent and tracked.</p>
<p>Pupils are able to articulate their feelings and have tools to support them to regulate. Pupils make and keep secure attachments with adults and children which supports their learning.</p>	<p>Pupils can articulate their tools for key feelings. The number of logged disruptions to learning have decreased in every year group.</p>
<p>Attendance for children eligible for Pupil Premium is improved. All pupil premium children/families who have had attendance support have improved from the previous year.</p>	<p>Attendance is at or above national average for pupil premium and non-pupil premium pupils.</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: £46,842.12

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teachers provide high quality teaching consistently.</p> <p>All teachers and HLTA are participating in the instructional coaching cycle.</p>	<p>The Practical Guide to Quality Teaching and Learning-Marc Rowland</p> <p>EEF: Instructional coaching model CPD is personalised for all teachers using the Instructional coaching cycle. Lead teachers coach a teacher 1:1. This CPD is supported by research developed strategies in a High Hazels Teaching and Learning Handbook. Teachers get 1:1 coaching 2-3 x per term and weekly modelling.</p> <p>ECTs have a bespoke programme of CPD on top of their ECF and is adapted following their needs.</p>	3
<p>CPD is focused around key areas to support staff to effectively support the development of language and progress in the core subjects.</p> <p>Pupils are quickly identified and support put in place to ensure pupil reaches their target.</p>	<p>The Practical Guide to Quality Teaching and Learning-Marc Rowland</p> <p>CPD for Phonics phase provided to all staff to support pupils who are new to English make good progress and support pupils to read fluently for their age.</p> <p>CPD for Shape coding provided for all staff to support the provision for early writers to increase the pupils progress in writing.</p>	2
<p>Phonics</p> <ul style="list-style-type: none"> <li>- To continue to improve the delivery and tracking of Read, Write Inc. ensuring this supports the attainment of children eligible for pupil premium</li> <li>- 1:1 and small group phonics tutoring</li> </ul>	<p>EEF Toolkit Phonics (+4 months). Rose Review states that systematic teaching of reading is essential for success and that phonics should be taught effectively in order for children to develop fluency in reading.</p> <p>EEF Toolkit – (Small Group Tuition +4) Frequent sessions, three times a week or so, lasting up to an hour over about 10 weeks typically show the greatest impact.</p>	2 and 3
<p>Progress in Writing</p> <ul style="list-style-type: none"> <li>- Word Aware</li> <li>- Shape Coding training and implementation used for pupils significantly below ARE</li> </ul>	<p>EEF (Oral Language +6) Word Aware is a nationally recognised scheme for pre teaching vocabulary.</p> <p>Impact of Quality first teaching on increase progress and attainment.</p>	2 and 3
<p>Progress in Maths</p> <ul style="list-style-type: none"> <li>- Number bonds programme</li> </ul>	<p>EEF (Mastery Learning +5) Research shows children from low resource backgrounds are likely to have poor number sense which is the biggest predictor of future attainment in all subjects. Our pp strategy in maths therefore focuses on developing number sense and fluency in key facts and procedures. This is proven to reduce cognitive load, increase flexible thought, increase the ability to solve problems and contribute to progress.</p>	4 and 2

To develop the Early Years Foundation Stage and Y1 to make it a language rich environment to contribute to effective oral development particularly in the outside provision.  -Rainbow talk,	EEF Toolkit Communication and language approaches (+6 months). Oral language interventions (+5 months)  There is an extensive evidence base showing the impact of communication and language approaches, including a number of meta-analyses. The evidence is relatively consistent, suggesting that communication and language approaches can be successful in a variety of environments	1
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £23,790

Activity	Evidence that supports this approach	Challenge number(s) addressed
Progress in Reading  - Phonics Tutoring for identified pupils - Pre-teaching and Precision Teaching targeted to pupils with lower language acquisition	EEF (+4months) Intervention results for Fisher Family Trust and 1 <sup>st</sup> class@number 1 and 2 for the past 3 years have had a positive impact.  Recommended in What Works intervention evaluations. Evidence on pre teaching vocabulary word aware. Educational psychology recommendation of precision teaching which is a 1:1  EEF - Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. 1:1 Tuition (EEF +5months)	2
Target PP children for Early Reading and Phonics intervention	EEF Phonics (+4 months). Rose Review states that systematic teaching of reading is essential for success and that phonics should be taught effectively in order for children to develop fluency in reading.	2
To continue the effective support and provision from small group speech and language interventions, which are personalised to children's needs. Children who are Pupil Premium and have this need are prioritised for this support.	EEF Toolkit Early Years Intervention is highly effective (+5 months). Oral language interventions (+6 months)  High level of evidence from Sheffield Speech and language service to support all the interventions we are using in school.  Effectiveness of language support in previous years	1, 2

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

Budgeted cost: £153,544.88

Activity	Evidence that supports this approach	Challenge number(s) addressed
Conscious Discipline training for all staff.	<p>EEF (+4)</p> <p>Approaches to developing a positive school ethos improve discipline and overall engagement in learning.</p> <p>Highest impact seen in interventions that focus on self-management.</p>	5
OPAL programmed implemented for increased engagement and behaviour support during Lunchtimes.	<p>EEF (Physical Activity - +2months)</p> <p><i>Supporting School Improvement Through Play</i> Play England, National Children's Bureau (2011). <a href="https://outdoorplayandlearning.org.uk/home/for-schools/research/">https://outdoorplayandlearning.org.uk/home/for-schools/research/</a></p>	4, 5, 6
To develop a charter of enrichment which all children will have experienced by the time they transition to their next school and to ensure enrichment is embedded into the curriculum.	<p>EEF Outdoor Adventure Learning (+3months)</p> <p>University of Cambridge research shows that trips and experiences improve children's learning experiences and have a positive impact. Participation in extracurricular activities has generally been shown to be beneficial for young people's educational outcomes (Farb &amp; Matjasko, 2012; Snellman et al., 2015). Identified as a 'practical' aspect of cultural capital (Jæger, 2011, p. 295), it is conducive to the acquisition of cognitive abilities, normative orientations, and cultural codes that are recognized and rewarded in formal education (Barone, 2006; Kaufman &amp; Gabler, 2004; Tramonte &amp; Willms, 2010).</p>	4
To ensure robust systems are in place to monitor and support families to increase attendance.	<p>EEF (Parental Engagement +4Months)</p> <p>The education space + gov.uk: At Key Stage 2 in 2022/23, pupils with 95-100% attendance were 1.3 times more likely to achieve the expected standard in reading, writing, and maths compared to those attending 90-95% of the time. Missing just 10 days in Year 6 can reduce the likelihood of reaching the expected standard by around 25%.</p>	7
To target specific families of vulnerable groups to improve knowledge and understanding of learning and the curriculum, so that these children can be better supported at home with their learning.	<p>EEF Toolkit (+4 months)</p> <p>When parents are knowledgeable about how to support their child, we have seen previous impact on that child's learning.</p>	4
To increase parental engagement with developing vocabulary.	<p>EEF (+4)</p> <p>Proven impact that if children are supported with their speech and language through home and school progress will be stronger.</p> <p>Word Aware – national scheme.</p>	1
Fare share and Breakfast Club.	<p>Fiscal Studies and Education Endowment Foundation: +2 months additional academic progress in 1 year in schools with breakfast provision.</p> <p>A study by Policy Leeds (University of Leeds) 2020 - Childhood food poverty negatively impacts cognitive development, mental health and physical wellbeing, all of which affect educational attainment. Schools in areas of higher deprivation have lower progression to higher education and their pupils have limited future attainment</p>	7

To provide high-quality texts to be sent home, from school and the local library, for pupil premium pupils to have greater access to books.	EEF (+4) Increasing parental engagement and encouraging positive interaction about learning/reading have shown positive impact. This approach, coupled with the increased understanding of the curriculum aims to have a positive impact on progress.	4
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**Total budgeted cost:** £224,168

## 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 – July 2025

##### **What is working (how do we know)**

- Speech and Language interventions in the infants is showing good progress.
- Word Aware in the infants showing good progress in Early Years and impactful strategies are being rolled out across school.
- Increase to access to enrichment
- Behaviour strategies and Regulation techniques consistently used.

##### **What needs subtle re-direction of resources (why)**

- Targeted groups need refining to ensure that they align with whole school priorities – Shape coding, LEAP and phonics tutoring.
- Adapted curriculum designs to ensure effective catch-up.

##### **What is not working as planned and needs fundamental review (not expected/required but could be outcome of light touch review)**

- PP and disadvantaged attendance remains poor.
- Attainment gap remains wide; with PP children not performing as well as non-PP children.

##### **Thus funding re-directed to:**

- To develop structures and a consistent approach to the teaching of oral language including rainbow-talk, drawing club, shape coding, concept cat and targeted LEAP interventions.
- Improving PP attendance.

##### **To ensure:**

- Children catch up on missed learning due to absence.
- Progress and attainment of pupil premium pupils catch up to that of non-PP.
- Language development and teaching is structured and effective.
- PP attendance is in line with non-PP attendance and PP National.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Drawing Club	Can I go and Play now.com
Concept Cat	Word Aware
Read Write Inc	Ruth Miskin Literacy
Educational Psychologist	Focus Psychology