

Pupil premium strategy statement – HHA Junior

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	349
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 2025
Date this statement was published	September 20 23
Date on which it will be reviewed	July 2024
Statement authorised by	
Pupil premium lead	Rebecca Mitchell
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Junior = £173,125
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	Junior = £173,125

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 have 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 recognise 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.

Challenge number	Detail of challenge
1	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.
2	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.
3	Pupils' cultural capital and background knowledge can be limited which impacts pupils' depth of vocabulary, schema complexity and application of learning.
4	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.
5	Poor attendance slows progress. Attendance rates for pupils eligible for PP are below the national expected attendance figures.
6	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
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>Word Aware approach is used to teach vocabulary and incorporated into knowledge organisers for all children.</p> <p>95% of children on VIP make rapid progress to the next stage.</p> <p>Children spend a shorter amount of time at Level B and Level C in English Proficiency.</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.	95% of non-complex disadvantaged children will achieve their end of year targets in reading, writing and maths.

<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 (2023 2024)

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: £137,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers provide high quality teaching consistently.	<p>The Practical Guide to Quality Teaching and Learning-Marc Rowland</p> <p>EEF: Instructional coaching model</p> <p>CPD is personalized 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>	1 and 2
<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' needs 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 Story book 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 Fisher Family trust support programme provided to all support staff and staff providing effective English language development groups to increase pupils' attainment.</p> <p>CPD for Clicker provided for all staff to support the provision for early writers to increase the pupils progress in writing.</p>	1 and 2
<p>Progress in Writing</p> <ul style="list-style-type: none"> - Word Aware - Clicker training and used for pupils significantly below ARE - Coaching model implemented to support quality first teaching. 	<p>EEF (Oral Language +6)</p> <p>Word Aware is a nationally recognised scheme for pre teaching vocabulary.</p> <p>Impact of Quality first teaching on increase progress and attainment.</p>	1 and 3
<p>Progress in Maths</p> <ul style="list-style-type: none"> - SHINE - Timestable recall sessions KS2 - LBQ 	<p>EEF (Mastery Learning +5)</p> <p>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>	3
<p>Progress in Reading</p> <ul style="list-style-type: none"> - KS2 phonics groups/ breakfast phonics mornings - FFT in year 3/4/5 and training provided for all Tas 	<p>EEF (Phonics +5) Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>EEF (TA Interventions +4) Investing in professional development</p>	

<ul style="list-style-type: none"> - Pleasure for reading program rolled out - Coaching model implemented to support quality first teaching. 	<p>for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.</p> <p>EEF (Reading comprehension strategies +6) Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p>	
<p>Year 6 additional support three mornings a week for PP</p>	<p>EEF (Small group tuition +4) This has allowed a small group to receive high quality teaching which research suggests is the</p>	

pupils/ NTE pupils. Adapted curriculum.	best possible scenario for pupils to make accelerated and sustained progress.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £19,000 (to be reviewed October 2023)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring Programme -Y6	EEF (+4months) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	2 and 3
Progress in Reading - Small group interventions (FFT, Early Reading Programme) - Pre-teaching and Precision Teaching targeted to pupils with lower language acquisition	EEF (+4months) Intervention results for Fisher Family Trust and 1 st 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. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.	3
Progress in maths - Small group SHINE interventions - Timetable training for KS2 teachers and TAs - 1 st class number	EEF (+4months) Intervention results for Fisher Family Trust and 1 st class@number 1 and 2 for the past 3 years have had a positive impact. Recommended in What Works intervention evaluations. 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. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.	3
Language interventions – small targeted grouped interventions. LEAP VIP NIP	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. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.	3

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

Budgeted cost: £17,125

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Conscious Discipline training for all staff. Emotional Regulation – Trauma Informed Approach training for pastoral team and key year groups.</p> <p>Social and Emotional nurture groups for vulnerable KS2 pupils – Year 5. (2022/2023)</p> <p>Trauma Informed Training for 1 member of staff to role out in school. SEHM well-being groups.</p>	<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> <p>Ryegate Children’s Centre sensory research Impact of pilot project at High Hazels 2018-19 Healthy Minds project Focus Psychology research paper on Mindfulness</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year.</p>	4
<p>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>	<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 & 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 & Gabler, 2004; Tramonte & Willms, 2010).</p>	3
<p>To ensure children’s wellbeing and safety by supporting families eligible for pupil premium by subsidising uniform costs.</p>	<p>Increased feeling of inclusion.</p>	6
<p>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>	<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>	3
<p>Fare share and Breakfast Club.</p>	<p>Fiscal Studies and Education Endowment Foundation: +2 months additional academic progress in 1 year in schools with breakfast provision.</p>	6

	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.	
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

Total budgeted cost: £173,125

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.

Light touch review – September 2023

What is working (how do we know)

- SHINE interventions across KS2 for maths
- Increased capacity in key year groups to support behaviour and pupils who are NTE and PP.
- Increase to access to enrichment
- Word Aware training delivered and teachers implementing into the classrooms.
- Year 6 Tuition programme
- Year 6 extra teaching capacity to close the gap

What needs subtle re-direction of resources (why)

- 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 (average of 90%)
- Attainment gap is still wide with PP children not performing as well as non-PP children (except in Year 6 22/23)

Thus funding re-directed to:

- EYFS and KS1 to provide earlier intervention to close the gap in attainment between PP and non PP pupils.
- Improving PP attendance.

To ensure:

- Children catch up on missed learning due absence.
- Progress and attainment of pupil premium pupils catch up to that of non-PP.
- Vocabulary teaching is structured and effective.
- Development of the ability to regulate emotions – teacher trauma informed training.
- 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
Focus Psychology	Jagdish Barn
Food Parcels	Fareshare
Trauma Informed Training	
Clicker	

