

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 | 353 |
| Proportion (%) of pupil premium eligible pupils | 46% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022 – 2025 |
| Date this statement was published | September 2022 |
| Date on which it will be reviewed | July 2023 |
| 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 | Junior = £17,980 |
| 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 | £191,105 |

Part A: Pupil premium strategy plan

Statement of intent

Aims

At High Hazels Academy, we have high expectations and aspirations for all our children and believe that no child should be left behind on account of their background or home life.

We strongly believe that it is not about where you come from but your passion, thirst for knowledge and commitment to learning that makes the difference between success and failure. 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.

Principles

The 'Best in Everyone' underpins our expectations for all pupil groups. We do not equate deprivation and challenge with low ability. We target underachievement at all levels.

We ensure all teaching and learning opportunities are targeted to meet the needs of children at High Hazels Academy thus leading to equality of opportunity for all.

We identify vulnerable groups, including the needs of those pupils deemed socially disadvantaged, through appropriate assessment and tracking.

We recognise that not all pupils who qualify for the pupil premium are socially disadvantaged and not all socially disadvantaged pupils qualify or are registered as pupil premium. We therefore focus on the needs and levels of all our pupils.

Pupil premium funding will be allocated through careful analysis of relevant data, which will identify classes, groups or individuals.

We must acknowledge that before we accelerate progress, there are other barriers that we need to address: attendance, social and emotional factors and early intervention family support.

We ensure that all disadvantaged children benefit from the funding, not just those who are underperforming.

All our work through pupil premium is aimed at accelerating pupil progress and moving children to at least age related expectations, initially in English and Maths, and closing the gap between disadvantaged pupils and their non-disadvantaged peers.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | There are a large number of children in the school in KS1 and KS2 who have gaps in their oral language skills. We have a large number of children who are working at Level C/D on the English competency scale who need support with building vocabulary and using and understanding the vocabulary in their reading and writing. This potentially impacts on reading, writing and maths progress for some of these children. |
| 2 | Current 'lower core children' who have been in the country for a good amount of time but lack proficiency in English and progress is slow and attainment well below expected. |
| 3 | Attainment for children who are Pupil Premium across reading, writing and maths, particularly Pupil Premium boys. |
| 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 | Home circumstances – housing, financing, lack of English spoken at home, parenting, mental health and domestic violence. All of which impact on children's ability to access the curriculum successfully. |

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>The whole school approach to mental and physical health means that adults know how to support children to be healthy and children understand how to live a healthy lifestyle.</p> | <p>Staff, pupil and parent ambassadors are in place to support healthy minds and bodies.</p> <p>Pupils are able to talk about how to keep their body and minds healthy.</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: £139,316

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Teachers provide high quality verbal feedback throughout all lessons. Pupils eligible for Pupil Premium will be targeted first in lessons. | EEF (+6months) There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Studies of verbal feedback show slightly higher impacts overall (+7 months). | 2 and 3 |
| Introduce and implement Kagan Structures as a collaborative learning approach. | EEF (+5) Evidence that an increased focus on collaborative learning structured around well-designed tasks leads to the greatest learning gains. Oracy a focus for our school, so talk and collaboration feature greatly in the classrooms; however, by receiving CPD on Kagan Structures will refine the collaborative learning approach to maximise impact. | 1 |
| Progress in Writing - Word Aware | EEF (Oral Language +6) Word Aware is a nationally recognised scheme for pre teaching vocabulary. Impact of Quality first teaching on increase progress and attainment. | 1 and 3 |
| Progress in Maths - CLIC Maths - Mastering Number Programme - Timestable recall sessions KS2 | 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. | 3 |

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

Budgeted cost: £19,043

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|------------------------------|---|-------------------------------|
| Tutoring Programme Joshua | 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 |

| | | |
|---|--|---|
| <p>Progress in Reading</p> <ul style="list-style-type: none"> - Small group interventions (FFT, Early Reading Programme) - Pre-teaching and Precision Teaching targeted to pupils with lower language acquisition | <p>EEF (+4months) Intervention results for Fisher Family Trust and 1st class@number 1 and 2 for the past 3 years have had a positive impact.</p> <p>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.</p> | 3 |
| <p>Progress in maths</p> <ul style="list-style-type: none"> - Small group SHINE interventions - Timetable training for KS2 teachers and TAs - CLIC interventions - 1st class number | <p>EEF (+4months) Intervention results for Fisher Family Trust and 1st class@number 1 and 2 for the past 3 years have had a positive impact.</p> <p>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.</p> | 3 |

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

Budgeted cost: £33,100

| 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.</p> | <p>EEF (+4) Approaches to developing a positive school ethos improve discipline and overall engagement in learning. 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</p> | <p>EEF Outdoor Adventure Learning (+3months) University of Cambridge research shows that trips and experiences improve children’s learning experiences and have a positive</p> | 3 |

| | | |
|---|--|---|
| next school and to ensure enrichment is embedded into the curriculum. | 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). | |
| To ensure children's wellbeing and safety by supporting families eligible for pupil premium by subsidising uniform costs. | Increased feeling of inclusion. | 6 |
| 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. | EEF Toolkit (+4 months) When parents are knowledgeable about how to support their child, we have seen previous impact on that child's learning. | 3 |
| Fare share and Breakfast Club. | Fiscal Studies and Education Endowment Foundation: +2 months additional academic progress in 1 year in schools with breakfast provision. 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. | 6 |
| 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: £191,459

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 – July 2022

What is working (how do we know)

- SHINE interventions and small group support in year 6 for catch up.
- Increased capacity in key year groups to support behaviour and pupils who are NTE and PP.
- Increase to access to enrichment
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What needs subtle re-direction of resources (why)

- Word Aware approach to be introduced across school to develop the teaching of vocabulary.
- 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 has widened with PP children not performing as well as non-PP children.
- Word Aware training and roll out was postponed due to Covid-19.

Thus funding re-directed to:

- To develop the teaching of vocabulary across school using the Word Aware approach.
- To develop a whole school approach to supporting emotional regulation (Trauma informed school and Conscious Discipline).
- 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.
- 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 |