

Hazelwood Schools

Pupil Premium Strategy Statement 2019-2020

Hazelwood Overview

Metric	Data
School name	Hazelwood Schools
Pupils in school	(275 Infants & 364 Juniors) 639
Proportion of disadvantaged pupils	(37 Infants & 77 Juniors = 114) 18%
Pupil premium allocation this academic year	£167,940
Academic year or years covered by statement	2018-19 & 2019-20
Financial Year	April 2019 – March 2020
Publish date	16 January 2020
Review date	01 December 2020
Statement authorised by	Tracy Kilkenny
Pupil Premium lead (Business Manager)	Daniel James
Governor lead (Chair of Resources)	Greg Thwaites

Disadvantaged Pupil Progress scores for last academic year (2018-19)

Measure	Whole Cohort Score	Disadvantaged Pupil's Score
Reading	-1.00 (Average)	-0.80
Writing	0.60 (Average)	0.40
Maths	-1.00 (Average)	-1.90

Disadvantaged Pupil performance overview for last academic year

Measure	Cohort	Disadvantaged
Meeting expected standard at KS2	67%	58%
Achieving high standard at KS2	14%	12%

Strategy Aims for Disadvantaged Pupils

Measure	Activity
Priority 1	Ensure 'Whole Class Reading' is embedded across the school and is delivered effectively to enable good progress and attainment in Reading .
Priority 2	Ensure all classes are consistently using 'Fluent in 5' daily to improve arithmetic skills and enable good progress and attainment in Maths .
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions and approaches.
Projected spending	£53,000

Teaching Priorities for current academic year (2019-2020)

*Please note that a progress score of '0' is good, it is the national expectation, anything above this, is even better.

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)*	July 2020
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)*	July 2020
Progress in Mathematics	Achieve national average progress scores in KS2 maths (0)*	July 2020
Phonics	Achieve national average expected standard in PSC	July 2020
Other	Improve attendance of disadvantage pupils by reducing the number of PAs	July 2020

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted Academic Support for current academic year (2019-2020)

Measure	Activity
Priority 1	<ul style="list-style-type: none"> • INSET – whole school training on whole class reading approach. • Phonically regular books purchased to support teaching, learning & progress in R & Y1. • Text books purchased for Y6 to ensure quality of texts/vocabulary. • Reading books purchased to promote reading for pleasure. • NFER assessments and teacher gaps analysis. • Monitoring impact of whole school CPD (reading & phonics).

Priority 2	<ul style="list-style-type: none"> • INSET – whole school training on fluent in 5 arithmetic initiative. • AHT's downsizing in Y5 & 6 to accelerate progress. • Numicon resources purchased to support early number work – R & Y1. • NFER assessments and teacher gaps analysis. • Weekly arithmetic assessments in Y5 & 6. • Arithmetic booster classes in Y5 & 6. • Monitoring impact of whole school CPD (arithmetic).
Barriers to learning these priorities address	Ensuring staff use CPD experiences and evidence-based whole-class teaching interventions and approaches.
Projected spending	£70,000

Wider Strategies for current academic year

Measure	Activity
Priority 1	Disadvantaged children (that require support) to be a priority in accessing learning mentor.
Priority 2	Disadvantaged children to be a priority in accessing wider school offer (clubs, trips, breakfast and ASC etc).
Barriers to learning these priorities address	Parent/Carer giving approval to attend and supporting regular attendance.
Projected spending	£45,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough skilled staff to deliver “catch up” interventions to accelerate learning of targeted pupils.	<ul style="list-style-type: none"> • Enabled teacher release time (covered by SLT). • HLTA's allocated in years 5 & 6. • Booster classes run by SLT.
Targeted support	Ensuring that effective data analysis results in the implementation of a range of classroom strategies.	<ul style="list-style-type: none"> • RAM's focus on priority groups. • Venn diagrams to ensure immediate, easy identification of “at risk” pupils. • Allocated staff meeting time re data/NFER gaps analysis
Wider strategies	Engaging families facing the most challenges to enable pupils regular attendance	<ul style="list-style-type: none"> • Building good relationships with parents. • Being visible, approachable and friendly. • Timetabling time to speak to parents.

Review: Last Year's Aims and Outcomes (2018-2019)

Aim	Outcome																																																																																
1. To improve the writing outcomes across the schools.	In 2018-19, children made good progress in Writing in all year groups and a greater number of pupils reached ARE and GDS by the end of the year (CP6) compared with their baseline and CP2 position and 2018 data..																																																																																
2. To increase the number of children that exceed end of Key Stage expectations in reading, writing and maths combined.	<p>These two tables are the results for our Pupil Premium (PP) children's End of Key Stage SATs Tests in 2018-19. Results show that there is an increase in the number of PP children reaching both EXS as well as GDS standard compared with 2017-18 at KS1 and KS2.</p> <table border="1" data-bbox="571 723 775 815"> <caption>2017-18 KS1 PP</caption> <thead> <tr> <th>Attainment</th> <th>Combined</th> </tr> </thead> <tbody> <tr> <td>GDS</td> <td>7%</td> </tr> <tr> <td>EXS+</td> <td>40%</td> </tr> </tbody> </table> <table border="1" data-bbox="850 723 1286 815"> <caption>2018-19 KS1 Pupil Premium Results (11 children)</caption> <thead> <tr> <th></th> <th>Read'</th> <th>Writ'</th> <th>Maths</th> <th>Combined</th> </tr> </thead> <tbody> <tr> <td>GDS</td> <td>11%</td> <td>11%</td> <td>11%</td> <td>11%</td> </tr> <tr> <td>EXS+</td> <td>78%</td> <td>78%</td> <td>67%</td> <td>67%</td> </tr> </tbody> </table> <table border="1" data-bbox="571 840 775 931"> <caption>2017-18 KS2 PP</caption> <thead> <tr> <th>Attainment</th> <th>Combined</th> </tr> </thead> <tbody> <tr> <td>GDS</td> <td>0%</td> </tr> <tr> <td>EXS+</td> <td>53%</td> </tr> </tbody> </table> <table border="1" data-bbox="850 840 1286 931"> <caption>2018-19 KS2 Pupil Premium Results (24 children)</caption> <thead> <tr> <th></th> <th>Read'</th> <th>Writ'</th> <th>Maths</th> <th>Combined</th> </tr> </thead> <tbody> <tr> <td>GDS</td> <td>33%</td> <td>29%</td> <td>29%</td> <td>12.5%</td> </tr> <tr> <td>EXS+</td> <td>62.5%</td> <td>79%</td> <td>71%</td> <td>62.5%</td> </tr> </tbody> </table>	Attainment	Combined	GDS	7%	EXS+	40%		Read'	Writ'	Maths	Combined	GDS	11%	11%	11%	11%	EXS+	78%	78%	67%	67%	Attainment	Combined	GDS	0%	EXS+	53%		Read'	Writ'	Maths	Combined	GDS	33%	29%	29%	12.5%	EXS+	62.5%	79%	71%	62.5%																																						
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3. To improve the writing outcomes for pupil premium children.	<p>This table shows the percentage of pupil who reached ARE or above in Writing. It shows that we are closing the gap between PP and Non-PP and that in Y2 and Y6 our PP children did better than the non- PP.</p> <table border="1" data-bbox="970 947 1358 1178"> <caption>Writing</caption> <thead> <tr> <th rowspan="2">Year</th> <th rowspan="2">No. Of <u>chn</u></th> <th colspan="2">At ARE or above</th> </tr> <tr> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>12</td> <td>57%</td> <td>78%</td> </tr> <tr> <td>Y2</td> <td>11</td> <td>32%</td> <td>30%</td> </tr> <tr> <td>Y3</td> <td>16</td> <td>57%</td> <td>72%</td> </tr> <tr> <td>Y4</td> <td>19</td> <td>34%</td> <td>73%</td> </tr> <tr> <td>Y5</td> <td>21</td> <td>32%</td> <td>69%</td> </tr> <tr> <td>Y6</td> <td>24</td> <td>79%</td> <td>78%</td> </tr> </tbody> </table> <p>This is the same information but split into ARE and GDS.</p> <p>Key = PP are doing better than Non-PP children.</p> <p>Key = PP are broadly in-line with Non-PP (within 5%).</p> <table border="1" data-bbox="901 1301 1366 1559"> <caption>Writing</caption> <thead> <tr> <th rowspan="3">Year</th> <th rowspan="3">No. Of <u>chn</u></th> <th colspan="4">Writing</th> </tr> <tr> <th colspan="2">ARE (not inc. GDS)</th> <th colspan="2">(GDS)</th> </tr> <tr> <th>PP</th> <th>Non-PP</th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>12</td> <td>43%</td> <td>62%</td> <td>14%</td> <td>16%</td> </tr> <tr> <td>Y2</td> <td>11</td> <td>73%</td> <td>62%</td> <td>9%</td> <td>18%</td> </tr> <tr> <td>Y3</td> <td>16</td> <td>44%</td> <td>49%</td> <td>13%</td> <td>23%</td> </tr> <tr> <td>Y4</td> <td>19</td> <td>24%</td> <td>51%</td> <td>10%</td> <td>22%</td> </tr> <tr> <td>Y5</td> <td>21</td> <td>27%</td> <td>45%</td> <td>5%</td> <td>24%</td> </tr> <tr> <td>Y6</td> <td>24</td> <td>50%</td> <td>42%</td> <td>29%</td> <td>36%</td> </tr> </tbody> </table>	Year	No. Of <u>chn</u>	At ARE or above		PP	Non-PP	Y1	12	57%	78%	Y2	11	32%	30%	Y3	16	57%	72%	Y4	19	34%	73%	Y5	21	32%	69%	Y6	24	79%	78%	Year	No. Of <u>chn</u>	Writing				ARE (not inc. GDS)		(GDS)		PP	Non-PP	PP	Non-PP	Y1	12	43%	62%	14%	16%	Y2	11	73%	62%	9%	18%	Y3	16	44%	49%	13%	23%	Y4	19	24%	51%	10%	22%	Y5	21	27%	45%	5%	24%	Y6	24	50%	42%	29%	36%
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4. Increase the number of pupil premium children who meet and exceed end of year expectations across the school. (PP @ ARE & GDS Y1-Y6)	<p>This table shows the percentage of PP children reaching EXS in Reading, Writing and Maths in December (CP2) compared with those in July 2018 (CP6). Some PP children made accelerated progress resulting in a higher percentage of children reaching EXS in all three subjects across the school.</p> <table border="1" data-bbox="1118 1805 1374 2036"> <caption>PP Combined at ARE+</caption> <thead> <tr> <th></th> <th>CP2</th> <th>CP6</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>72%</td> <td>71%</td> </tr> <tr> <td>Y2</td> <td>60%</td> <td>74%</td> </tr> <tr> <td>Y3</td> <td>53%</td> <td>59%</td> </tr> <tr> <td>Y4</td> <td>35%</td> <td>59%</td> </tr> <tr> <td>Y5</td> <td>48%</td> <td>56%</td> </tr> <tr> <td>Y6</td> <td>45%</td> <td>67%</td> </tr> </tbody> </table>		CP2	CP6	Y1	72%	71%	Y2	60%	74%	Y3	53%	59%	Y4	35%	59%	Y5	48%	56%	Y6	45%	67%																																																											
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<p>5. To provide support to parents who have English as an additional language.</p>	<p>Attendance of ESOL classes has increased slightly and parents are opting for more advance classes to improve level of English. 75% of parents regularly attend the ESOL classes and this has supported children’s reading skills at home. Improvement on PP achieving EXS & GDS compared with SATs last year.</p> <table border="1" data-bbox="683 331 1273 488"> <thead> <tr> <th colspan="5">2018-19 KS1 Pupil Premium Results (11 children)</th> </tr> <tr> <th></th> <th>Read'</th> <th>Writ'</th> <th>Maths</th> <th>Combined</th> </tr> </thead> <tbody> <tr> <td>GDS</td> <td>11%</td> <td>11%</td> <td>11%</td> <td>11%</td> </tr> <tr> <td>EXS+</td> <td>78%</td> <td>78%</td> <td>67%</td> <td>67%</td> </tr> </tbody> </table>	2018-19 KS1 Pupil Premium Results (11 children)						Read'	Writ'	Maths	Combined	GDS	11%	11%	11%	11%	EXS+	78%	78%	67%	67%
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<p>6. For pupil premium children to access similar experiences to their peers. (clubs, trips, music tuition)</p>	<p>We now have a full time Learning mentor supporting vulnerable children. We purchased kits so that children could attend borough competitions with confidence. Attendance of family learning workshops has provided parents with confidence in supporting their children’s learning at home.</p>																				
<p>7. Remove barriers to learning through additional support for pupils’ emotional well-being. (SEND & PP)</p>	<p>Parental survey indicated that 95% parents gained increased confidence in supporting their children’s reading. CP6 data report shows a mixed picture of progress from baseline and attainment by the end of the year for SEND, PP and EAL chn. For example Y2 SEND pupils made good progress in R, W, M but a widening gap from attainment. For Y2 EAL pupils, progress was good in W & M and the attainment was similar to their peers. For Y2 PP children, progress was slightly below good but attainment was in line with the rest of the cohort. Y6 EAL & PP progress is good or better in R, W, M. Gaps in attainment between our PP children and their peers have closed. However gaps have widened between EAL and their peers. SEND data shows a mixed picture.</p>																				