

Pupil Premium Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Hazelbury Primary School
Number of pupils in school	1059
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Laura Pearce Headteacher
Pupil premium lead	Laura Pearce Headteacher
Local Education Committee lead	Maria Karamanidou, Lead for Disadvantaged Pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£440,488
Recovery premium funding allocation this academic year	£47,488
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	£487,976

Part A: Pupil Premium Strategy Plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
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1	Oracy: Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Phonics: Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Maths: Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	Reading and Writing: End of year 2021 teacher assessments indicate that attainment in reading and writing among disadvantaged pupils is below that of non-disadvantaged pupils.
5	Cultural Capital: We have noted that many disadvantaged pupils do not have access to the corpus of knowledge, experiences and opportunities that should be the entitlement of every child – a knowledge which will help close gaps and raise attainment across the whole curriculum.
6	Wellbeing and Personal Development: Our assessments (including wellbeing checks), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to lack of support for education in the home setting and turbulent home environments during school closures. These challenges particularly affect disadvantaged pupils, including their attainment.
7	Attendance: Our attendance data over the last year indicates that attendance among disadvantaged pupils has been lower than the 2019 national and for non-disadvantaged pupils with regards to overall attendance and persistent absence.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 73% of disadvantaged pupils met the expected standard and are in line with the overall national % of children achieving the expected standard in reading.

Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2024/25 show that more than 79% of disadvantaged pupils met the expected standard and are in line with the overall national % of children achieving the expected standard in writing.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 79% of disadvantaged pupils met the expected standard and are in line with the overall national % of children achieving the expected standard in maths.
To achieve and sustain improved wellbeing and personal development for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Pupils are able to articulate high aspirations for themselves and their futures.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and no gap between the non-disadvantaged. • the percentage of all pupils as well as disadvantaged pupils who are persistently absent being below or in line with the national %.
To ensure all pupils have the cultural capital necessary for the next stage of education.	<p>Sustained high levels of cultural capital from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Strong teacher assessments against an ambitious, knowledge based, sequential curriculum. • Pupils articulating clearly what they have remembered and learnt and applying knowledge and understanding to the wider world and differing contexts.



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

Budgeted cost: **£300,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Summative Assessment</p> <p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Formative Assessment</p> <p>Continue to implement and train teachers in the use of effective strategies to assess and feedback on learning in the classroom.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>There is strong evidence that gathering evidence of how well pupils are learning, and providing high quality feedback to pupils as a result of this evidence, is integral to effective teaching and learning.</p>	1-7
<p>Oracy</p> <p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase and use Voice 21 and Word Aware resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Reading</p> <p>Phonics</p> <p>Purchase Rocket Phonics (a letters and sounds based scheme) to secure strong phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2, 4

<p>Comprehension</p> <p>Continue to use Reading Detectives (based on MIDAS strategies) to teach inference strategies.</p>	<p>Research by Leicester University shows strong evidence that Inference training raises attainment in reading comprehension.</p>	
<p>Writing</p> <p>Continue to review and develop teaching of writing with reference implementing and using 'The Write Stuff' model and with reference to EEF practice and guidance.</p>	<p>EEF KS2 Literacy guidance</p> <p>EEF KS1 Literacy guidance</p>	4
<p>Maths</p> <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	3
<p>Wellbeing and Personal Development</p> <p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	6
<p>Knowledge rich curriculum</p> <p>Continue to implement and embed a knowledge rich curriculum to enhance cultural capital and social justice. This will involve the purchase of subject schemes of work, created by specialists, to adapt for the needs of our pupils.</p>	<p>Ofsted's research into the curriculum</p> <p>highlighted the importance of access to a progressive, sequential, knowledge rich curriculum for all pupils, as a significant lever to help reduce economic and social inequality.</p>	5

Targeted academic support

Budgeted cost: **£137,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and running of Voice 21 and NELI programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by qualified teachers.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Engaging with the National Tutoring Pro-gramme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. School Led tutoring grant, used to fund after school intervention, led by qualified teachers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3, 4

Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional (SEL) learning linked to wellbeing and personal development.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff, by:</p> <ul style="list-style-type: none"> • Develop provision for Character education, with reference to Association of Character Education kite mark. • Character education will include whole staff training on behaviour management and anti-bullying approaches. • Extend range of after school clubs to boost wellbeing, behaviour, attendance and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. • Development of self regulation and metacognition skills. (using resources from The Key CPD toolkit) 	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	6
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	7
<p>Additional support</p> <p>Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This will include utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified</p>	<p>Research states that child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood</p>	6

through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.	DFE: Promoting young peoples and pupils mental health and wellbeing	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £487,976

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.

Our internal assessments during 2020/21 suggest that the attainment of disadvantaged pupils was lower than non-pupil premium pupils in reading, writing and maths for the second year.

End of KS2 Evaluation

The last external SATs in 2019 showed that DA children were performing generally in line with Non DA pupils and that the attainment gap had closed between DA pupils to national other with our DA children achieving a combined of 72% marginally higher than National other. Whilst the largest gap previously was in reading, there is an increase of DA children achieving the expected standard at the end of 2019 than the previous year and the gap has closed by 5 percentage points. DA children achieved a positive progress score in all areas, making good progress.

Internal data for 2020-21 suggests that Non DA children are currently out performing DA pupils with the gap more significant in English. Non DA children achieve a combined broadly in line with national other however DA children are performing below this.

End of KS1 Evaluation

The last external SATs in 2019 showed that In all subjects our disadvantaged pupils are currently outperforming our non-disadvantaged pupils. The gap between children achieving EXS has closed significantly between DA and National other in all areas they now perform generally in line. DA children are on track to make greater progress than the previous year.

Internal data for 2020-21 Non DA children are currently out performing DA pupils with the gap being most significant in English. Disadvantaged pupils are currently performing significantly below the national % of children achieving the expected standard in each subject.

End of EYFS Evaluation

At the end of 2019 the EYFS profiles showed that In many areas our disadvantaged children out perform our non-disadvantaged children such as communication and language, PSED and physical development. The % of disadvantaged children achieving a good level of development was significantly below the national % and national other of children achieving the expected standard.

Internal data for 2020-21 showed that in most areas our disadvantaged pupils are currently performing in line with our non-disadvantaged pupils. The gap has closed between DA and national other.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by providing every pupil with a chrome book and access to the Google Classroom.

Attendance

During the times pupils were expected to be in school, levels of absence dropped from 2019, in particular for disadvantaged pupils. During this same period, persistent absence among disadvantaged pupils was more than for non disadvantaged pupils.

Pupil wellbeing

Our assessments and observations indicated that pupil wellbeing and mental health was impacted by Covid 19 last year, with the impact particularly acute for disadvantaged pupils. Pupil premium funding contributed to providing bespoke support through the use of extra adults, “hard” paper resources, prior to the use of Google classroom, regular “check ins” with vulnerable families and facilitating the use of chrome books for every child.

Externally provided programmes

Programme	Provider
NELI	Nuffield Foundation Funded Academics

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.