

Pupil premium strategy statement – Hazel Wood Infant School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	13% - 26 children
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Hannah Simpson-Riggs
Pupil premium lead	Georgia White
Governor / Trustee lead	Neil Galloway

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,100
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£45,100

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.

High-quality inclusive 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.

Rationale for Pupil Premium Spending

Identified pupil premium children receive intensive support to ensure not only gaps in learning are addressed in all areas of the curriculum through intervention programmes but also provide challenge. Pupil Premium funding will be used to ensure our disadvantage children can achieve well this year and close gaps in their learning through the expertise of our teaching staff through firstly, high quality teaching and learning. Teaching Assistants are highly qualified through continuous professional development programmes, in delivering a wide range of intervention and precision teaching strategies for specific needs of all children under the guidance of their class teacher.

The health and wellbeing of children continues to be a top priority for the school; children in our school follow the Jigsaw scheme of work. Alongside of this we have Positive Pandas, Sensory Circuits and have one trained ELSA.

The children entering school this academic year were born during the COVID 19 pandemic. As a result, the school has increasingly identified a trend that children enter the Foundation Stage/Early Years setting with more complex special needs, poorer language skills, poorer listening skills, limited vocabulary with an increase percentage of children who require Speech and Language intervention. This has a direct impact on children's starting points and their ability to access the Early Years Curriculum, particularly in speaking and listening, early reading and developing the strategies for cued articulation that support early phonic skills. This is swiftly addressed through high quality inclusive teaching and learning, targeted

support and intervention and monitored effectively to ensure at least expected progress and achievement in the prime areas of learning.

This year our EYFS children have come in ready to learn, however we are noticing that they find it difficult to speak and articulate clearly. In addition, parents are asking for more help and support from the school as their behaviour at home is challenging. To address this, we have ensured that the learning addresses this need.

The school has also identified that more children enter the Foundation Stage/Early Years setting who have under developed core and gross motor strength, which results in poor fine motor skills which then impacts children's ability to form letters and numbers correctly, develop a fluent handwriting style and record their learning.

The school identifies the importance of placing the more experienced teachers and teaching assistants to deliver intervention and booster groups to ensure children achieve well at either Age-Related Expectation or Great Depth Standard. Alongside, all teachers, our experienced Teaching Assistants work with children in class and in small groups, to embed phonics skills, reading and bespoke interventions for identified children. The impact of this was that children in Year 1 achieved an 85% pass mark in their phonics screening test in June 2024. In addition, focussed targeted support through high quality inclusive teaching, the most vulnerable children were on track to achieve ARE by the end of the year in all core subjects.

In order to sustain high quality inclusive teaching and learning and outcomes for those children who needs it most for this academic year, the Speech and Language TA and the teaching assistants are delivering interventions and bespoke pre- teaching programmes under the guidance of each class teacher. There is also a clear CPD plan for all TA's. They will also receive SEND training by the SENDco and ELSA.

There is the shared expectation by SLT, the teacher and the teaching assistants that knowledge gained from the programmes will be applied by the children in class and learning embedded through high quality inclusive teaching.

Early identification of barriers to learning are quickly identified by teachers and year leaders and interventions put into place in consultation with the PP Lead/ SENDco. All interventions are closely tracked by the class teacher, Middle Leaders and the Senior Leadership team who closely monitor the implementation of provision and achievement of all children throughout the year in planned, focussed Pupil Progress meetings scheduled each term.

Over the last few years, the school has invested in the research of children who have Social Emotional or Behaviour Needs, Special Needs and Disabilities or

being to one or more of these vulnerable groups. These identified children are most likely to experience significant barriers to learning. The school has also identified over the last 4 years a dramatic increase in the number of Early Help Referrals, ELSA and, PNN (Police Reports) and child concern reports raised to the Designated Safeguarding Lead and Deputy. It is therefore essential that children and their families continue to feel supported by the school through signposting to ELSA provision, SENDco, Educational Psychologist, Behaviour Support and the School Nurse or any other outside agency support available when appropriate. We believe that ELSA support is critical as a first point of call to support identified children and their families when necessary.

Challenges

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

Challenge number	Detail of challenge
1	Assessment and observations show disadvantaged pupils having great difficulty with Phonics than their peers do. This impacts negatively on reading development.
2	Internal assessment data indicated writing attainment among disadvantaged pupils at the end of KS1 is below that of non-disadvantaged pupils. Attainment at the end of KS1 has 47% meeting the expected standard for writing compared to 67% of non-disadvantaged pupils in writing.
3	Language and communication skills on entry are lower for disadvantaged pupils than non-disadvantaged pupils. This impacts throughout their school life, if not addressed quickly, with curriculum matched to the needs and interests of the children and a vocabulary rich environment.
4	Social, emotional and mental health pupils unable to self-regulate emotions in an age appropriate way.

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
Achieve above national average in Phonics screening.	Phonics assessments at the end of Year 1 show the school consistently above national attainment.
Improved writing attainment for disadvantaged pupils at the end of KS1.	Gap closing between PP and Non PP for writing attainment

A vocabulary rich curriculum and environment, expands the vocabulary and communication skills of disadvantaged pupils in line with their peers.	Classroom displays will include subject specific vocabulary and children will be encouraged to talk about what they are doing. Challenging vocabulary encouraged in all aspects of writing and technical vocabulary in all subjects.
To achieve and sustain pupil well-being for all pupils but particularly disadvantaged children.	Sustained high quality levels of well-being. This will be clear in pupil surveys, learning and playtimes.

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: £8,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read, Write Inc phonics embedded to ensure all children in Early Years and KS1 receive high quality phonics teaching.	The Read, Write Inc programme is rigorous and in place. Early Years and KS1 and all staff have been fully trained through effective CPD, which supports the school in providing an effective approach. Timetabled intervention and tracking are in place to ensure at least good progress in KS1 and Early Years.	1, 2, 3
Quality first teaching is a priority and leadership time is given to ensuring high quality approaches across the school.	'The quality of teaching is arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning. The difference between really good teaching and less effective teaching makes more difference to learning than any other factor within school. High-quality teaching narrows the advantage gap. Crucially, it is also something that can be changed.' EEF	1,2,3,4
Ensuring enough time is given over to allow for staff professional development for all subjects, as well as social and emotional training.	'The quality of teaching is arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning. The difference between really good teaching and less effective teaching makes more difference to learning than any other factor within school. High-quality teaching	1,2,3,4

	narrows the advantage gap. Crucially, it is also something that can be changed. ' EEF	
SENDco continues to support staff, to support children suffering from trauma and attachment.	Approached will be embedded into routine educational practices and supported by professional development and training for staff.	4

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

Budgeted cost: £17,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Phonic interventions – Fast Track RWI	Phonics approach have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils (EFF)	1
Establish small group writing interventions for disadvantaged children	EEF identified that TA's who provide one to one or small group targeted interventions show a stronger positive benefit of between four and six additional months on average.	2
Targeted interventions for hold a sentence and oracy in small groups. Intervention groups for Greater Depth writing. Use of talk boost for Year R.	Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities. Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. EEF Good language skills are linked to achievement and life chances. A child starting school with poor language skills faces an uphill struggle to catch up. Unsupported language delays affect attainment, learning, literacy, social relationships, behaviour, mental health and ultimately employment and social mobility.	3

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

Budgeted cost: £19,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA to work with identified children to address barriers to learning arising from social/emotional difficulties through Positive Pandas, Sensory Circuits, ELSA, Therapy Dog	EFF research	4
Continue to offer extra curricula clubs. Contributions towards school trips, visitors, uniform and breakfast club.	Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence.	4

Total budgeted cost: £ 45,900

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<i>Aim</i>	<i>Outcome:</i>
Achieve above national average in Phonics screening.	<p>In Year 1 our Phonics attainment for disadvantaged pupils this year is 66%. In comparison to Hampshire's disadvantaged pupils this year which is 63%.</p> <p>The Year 2 retakes for disadvantaged pupils this year is 50%, compared to Hampshire's 45%.</p>
Improved writing attainment for disadvantaged pupils at the end of KS1.	In writing the PP children achieved 3+ points of progress.
A vocabulary rich curriculum and environment, expands the vocabulary and communication skills of disadvantaged pupils in line with their peers.	<p>In EYFS the PP children made 3+ points of progress in both Reading and writing.</p> <p>In KS1 the PP children made 6+ points of progress on their two year journey in both Reading and Writing.</p>
To achieve and sustain pupil well-being for all pupils but particularly disadvantaged children.	Our end of KS1 data for PP children illustrates how the pupil's well-being has supported their academic achievements.