

Pupil premium strategy statement – Year 2

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	Hazlewood Community Primary School
Number of pupils in school	295 inc nursery (265 excl nursery)
Proportion (%) of pupil premium eligible pupils	40% (Inc R-Yr6 - 106 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024 (Year 2 2022-2023)
Date this statement was published	31 st December 2022
Date on which it will be reviewed	31 st December 2023
Statement authorised by	S. Bommel (Head teacher) and Governing Body
Pupil premium lead	Samantha Bowman
Governor / Trustee lead	Helen Hayes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110965
Recovery premium funding allocation this academic year	£13103
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total	£124068

Part A: Pupil premium strategy plan

Statement of intent

At Hazlewood Community Primary School we believe that every child, regardless of economic background, must be provided with opportunities to develop socially, emotionally, academically and physically to achieve their highest possible potential. By igniting passion and embracing difference we will unlock the limitless potential for all in our community.

Our Pupil Premium Plan aims to address the main barriers our children face and through high quality teaching, rigorous tracking, careful planning and targeted intervention we will provide all our children the access and opportunities to enjoy academic success.

Challenges

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

Challenge number	Detail of challenge
1	Mobility and Stability: There is a high degree on mobility which varies with different year groups (For example, Year 6 has 21% of the cohort joined after Year 3). 8% of the school population are also from service families.
2	Well-being: The impact of COVID19 has been substantial on the mental health of the children and their academic success.
3	Catch-up: Levels of engagement in remote and in school education varied during the pandemic. As a result, targeted year groups need catch-up so that the children are in line with their peers academically.
4	Attainment in reading and writing: Post pandemic the progress and attainment of the disadvantaged pupils is lower than the non-disadvantaged.
5	Attendance and Punctuality: This is a challenge for a small minority of our disadvantaged pupils. (The majority of disadvantaged will have attendance in line with all pupils)
6	Cultural Capital: A substantial proportion of the disadvantaged pupils lack cultural capital which affects their life experiences and aspirations for the future.

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
<p>Catch-up and Stability: Continue to ensure that teaching and learning across the school is at least good with a large proportion outstanding. Ensure that the disadvantaged are make at least good progress, with timely interventions to address misconceptions and fill the gaps. Catch up funding used to support identified PP children.</p>	<p>Teaching and learning with termly assessments are monitored. Pupils Premium children across school will meet age related expectation at key bench marks and all have made at least expected progress from their starting points.</p>
<p>Well-being: (RSE & PSHE) Dedicated weekly well-being lessons across all year groups. Each class to have well-being ambassadors to lead whole school well-being initiatives thus engaging pupil voice. Nurture group for dedicated children 3 times per week. Year 6 have completed mental health champions training which will then be used to support other year groups. Year 5 to begin training 2023.</p>	<p>Engaged and motivated pupils who achieve their potential and engage fully with their curriculum and learning. The pupil voice drives the lesson content with the teachers skilful meeting the needs of the children. For example refurbishing of bathrooms and new outdoor equipment was a direct result of the pupil voice raised in lessons.</p>
<p>Attainment in reading and writing: To improve attainment and progress in reading and writing across the school for pupils eligible for PP. Continue to close the gap to ensure there is no gap between disadvantaged and non-disadvantaged pupils across all key stages.</p>	<p>Pupils eligible for PP across the all key stages make rapid progress so that most pupils eligible for PP meet age related expectations at key benchmarks and all have made at least expected to good progress from their starting points.</p>
<p>Attendance and Punctuality: Increase attendance rates for pupils eligible for PP across the school ensuring that the number of pupils eligible for PP who are Persistent Absence (PA) decreases.</p>	<p>Overall attendance rates for pupils eligible for PP will improve to in line with national and comparable with other pupil groups. There will be a decrease in the number of persistent absentees among pupils eligible for PP to in line with national and comparable with other pupil groups.</p>
<p>Cultural Capital: Cultivate opportunities for enhancing 'cultural capital' through enrichment and experiences.</p>	<p>Disadvantaged pupils have a wealth of enrichment experiences to draw upon within their lessons which in turn effects the attainment. Raise aspirations for life. All disadvantaged pupils have access to a wide range of experiences including enrichment and after school clubs.</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: £67008

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics: RWI phonics training for new staff and at least twice yearly development days for existing staff</p> <p>Phonics lead to evaluate effectiveness of phonics teaching from R-Yr2,(every 6 weeks) to plan appropriate remedial action and monitor impact. Weekly team phonics meeting to review and evaluate.</p>	<p>DfE Reading Framework 2021</p> <p>Phonics Toolkit linked to RWI</p> <p>Research EEF</p> <p>National College training</p>	<p>1, 3 and 4</p>
<p>Reading: Whole class guided reading and reading for pleasure (including Accelerated Reader). KS2 phonics books to support SEN. Investment in whole school reading spine with a diversity of books to reflect the dynamics and family units of Hazlewood.</p>	<p>EEF whole class reading</p> <p>DfE reading Framework 2021</p> <p>National College training</p>	<p>1, 3 and 4</p>
<p>Writing: develop teachers pedagogy through T4W, PLP, coaching and cross curricular writing. KS2 team to take part in the punctuation research project with Pie Corbett. KS1 team supported by LEA to further develop writing.</p>	<p>National College training</p> <p>Teachers subject knowledge</p>	<p>1, 3 and 4</p>

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

Budgeted cost: £35996

Activity	Evidence that supports this approach	Challenge number(s) addressed
Class teachers to identify children who need interventions. SENCO to liaise with HLTAs to devise intervention timetables and monitor impact.	Research EEF National College training	1, 3 and 4
Catch-up funding to support small group interventions lead by tutors	Research EEF National College training	1, 3 and 4
SENCO and HLTAs to deliver additional external strategies eg Dyslexia programmes for PP children.	Research EEF National College training	1, 3 and 4

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

Budgeted cost: £21064

Activity	Evidence that supports this approach	Challenge number(s) addressed
Each class teacher to organise at least one outside visit or visitors into school per term	Newcastle University Sutton Trust – promoting access to school and academic achievement	6
Residential school trips to be part funded by school (Yr 5-6)	Newcastle University Sutton Trust – promoting access to school and academic achievement	6
Year 5 (Year 6 completed training last	Mental Health and Behaviours in school	4

<p>year) to be trained as mental health champions and then to lead mental health activities across school e.g buddies etc -</p>	<p>EEF Social and emotional Learning</p>	
<p>To improve attendance so PA is in line with non-disadvantageous. HT and Mrs Simmister to proactively engage parents and carers both formally and informally in meetings.</p>	<p>Improving attendance DfE National College research</p>	<p>5</p>

Total budgeted cost:

£67008+35996+21064= £124068

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 2021/22 suggested that the performance of disadvantaged pupils was lower than in the pre-pandemic in key areas of the curriculum. The outcomes we aimed to achieve in our year 1 of our previous strategy by the end of 2021/22 were therefore not fully realised. However in EYFS FSM pupils achieved above local and national levels across all areas. In KS1 disadvantaged pupils achieved above national and local levels in maths. As levels in KS1 were not met in reading and writing this continued to be a focus. KS2 pupils achieved slightly below national and local in reading and achieved higher in comparison with writing. Maths attainment reflects the downward trend across local and national levels.

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 use of online resources such as those provided by Oak National Academy and zoom lessons.

Overall attendance in 2021/22 was lower than in the preceding years due to the ripple effect of lockdowns and mental well-being. However at times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used and are continuing to use pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Service children have free school visits throughout the academic year.</p> <p>Our SENCo runs nurture groups for all service children. The SENCo is the first point of contact for the service families for support or referrals around academic and emotional needs.</p> <p>Gaps in learning which are identified upon arrival are addressed with targeted support.</p>
What was the impact of that spending on service pupil premium eligible pupils?	Improvements in wellbeing amongst service children. Termly assessments