

Pupil Premium Strategy Statement – Year 1

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	286 inc nursery (251 excl nursery)
Proportion (%) of pupil premium eligible pupils	36% (Inc R-Yr6 - 91 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	31 st December 2024
Date on which it will be reviewed	31 st December 2024
Statement authorised by	S. Bommel (Head teacher) and Governing Body
Pupil premium lead	Samantha Bowman
Governor / Trustee lead	Keith Oliver

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,710
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total	£119,710

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 20% of the cohort joined after Year 3). 6% of the school population are also from service families.
2	Well-being: The long-term impact of COVID19 has been substantial on the mental health of the children and their academic success.
3	EYFS: Lack of early communication and language skills including limited range of vocabulary.
4	Attainment in reading and writing: 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>Mobility 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.</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. Year 5 will be trained as mental health champions. They will then support other classes in school with their mental health.</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.</p>
<p>EYFS: To improve speech and language skills across EYFS. Swift S&L assessments with timely interventions when starting our school. Consistent modelling of language through story telling and quality interactions with adults.</p>	<p>PP pupils making rapid progress inline with non-pp pupils. Staff trained and upskilled in CPD around speech and language.</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</p>

	range of experiences including enrichment and after school clubs.
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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: £81285

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics: RWI phonics training for new staff and at least twice yearly development days for existing staff 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.	DfE Reading Framework 2023 Phonics Toolkit linked to RWI Research EEF National College training	1, 3 and 4
Reading: Whole class guided reading and reading for pleasure (including Accelerated Reader). KS2 phonics books to support SEN. Investment in class reading areas and whole school reading spine with a diversity of books to reflect the dynamics and family units of Hazlewood. Reading fluency training for staff from local authority.	EEF whole class reading DfE reading Framework 2023 National College training	1 and 4
Writing: develop teachers pedagogy through T4W, PLP, coaching and cross curricular writing throughout school. English leads to	National College training Teachers subject knowledge Local Authority Training	1 and 4

maintain a heavy writing focus in key stages. KS2 lead to train to be a writing moderator for local authority to bring expertise back into school.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £27386

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
HLTAs to provide early morning intervention	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: £11039

Activity	Evidence that supports this approach	Challenge number(s) addressed
Each class teacher to organise at least one	Newcastle University	6

outside visit or visitors into school per term	Sutton Trust – promoting access to school and academic achievement	
Residential school trips to be part funded by school (Yr 5-6)	Newcastle University Sutton Trust – promoting access to school and academic achievement	6
Whole school approach to mental health and well-being. Dedicated weekly lessons, nurture and key stage assemblies focussing on mental health. Training for Year 5 pupils to become mental health champions.	Mental Health and Behaviours in school EEF Social and emotional Learning	2
To improve attendance so PA is in line with non-disadvantageous. HT and Mrs Patterson (DHT) to proactively engage parents and carers both formally and informally in meetings.	Improving attendance DfE National College research	5

Total budgeted cost: £81285+ £27386+ £11039 = £119,710

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 2022 to 2023 academic year.

Pupil Premium Comparisons based on Statutory Outcomes 2024

Subject	School	Local Authority	National
Key Stage 2			
Reading	82%	63%	63%
Writing	91%	56%	59%
Maths	91%	59%	59%
Combined	82%	46%	46%
Phonics			
FSM	91%	67%	68%
Non FSM	82%	46%	83%
Reception			
FSM	75%	49.2%	51.5%
Non FSM	74.3%	73.1%	72%

Our end of Key Stages statutory assessments demonstrate that pupil premium children are achieving well at Hazlewood despite recent challenges with the school building and the disruptions to learning.

We have continued to strive to provide a broad and balanced enriched curriculum for all children irrelevant of their background. Ofsted March 2023 described our curriculum as, '*Leaders have designed an ambitious curriculum,*' which is continually reviewed. Staff CPD is prominent and ensures that all children are engaged in a curriculum which is current and reflective of our

socio-economic conditions. This is evident in linking topics to our locality as much as possible e.g. The Great Fire of Newcastle.

Overall attendance in 2023/24 has improved on the previous year however it is still above North Tyneside average. When all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers. These gaps are slightly improved based on the previous year however attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health are changing due to a range of external 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 including early mornings. 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>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