



# Hazel Oak School

## Pupil Premium Strategy 2024-25

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	201
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 to 2024/2025
Date this statement was published	November 2022 <b>Updated November 2023 and September 2024</b>
Date on which it will be reviewed	July 2025
Statement authorised by	Andy Simms, Headteacher
Pupil premium lead	Kara Robinson, Deputy Headteacher
Governor / Trustee lead	Emma Thomas

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,880
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	£68,880

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we have seen a variance in outcomes for disadvantaged pupils in some areas when compared to their peers since the Covid-19 pandemic. As a result of the Hazel Oak Graduated Approach, in many areas, disadvantaged pupils at Hazel Oak perform similarly or, in some cases, better than their peers. However, data analysis has highlighted that in some key stages, pupils who are disadvantaged do not make as much progress as those who are not disadvantaged in specific aspects of core subjects, as well as their EHCP related targets.

Pupils who are disadvantaged also have additional barriers that can prevent them from thriving and reaching their full potential. These barriers are linked to:

- **Attendance**
- **Social opportunities**
- **Social, Emotional and Mental Health needs**
- **Communication**

At the heart of our approach is high-quality teaching, focussed on areas where disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum. Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school, particularly where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Our strategy is integral to wider school plans for education recovery following the COVID-19 pandemic, notably through provision for pupils who need additional support for their mental health and wellbeing.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

## Challenges

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

Challenge number	Detail of challenge
1	End of Key Stage 4 (Year 11) accreditation data demonstrates that disadvantaged pupils perform as well as their peers in English, Maths and Science. However, analysis of personalised target setting data across the school demonstrates that disadvantaged pupils are less likely to achieve as well as their peers in particular areas. Some of the percentage differences are very small but worth noting (more detail provided in Section B).
2	Attendance data demonstrates that disadvantaged pupils are more likely to be persistently absent from school or have absences that are unauthorised.
3	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
4	Our data analysis, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are backed up by several national studies.
5	Our Early Years Foundation Stage intake in September 2022, 2023 and 2024 were working at a significantly earlier level of development in terms of their baseline assessment strands. This was particularly evident in Communication, Language and Literacy. Observations have also highlighted the increasing complexity of pupils' communication needs.

## 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 attainment for disadvantaged pupils in core subjects relative to their starting points as identified through baseline assessments.	Pupils who are disadvantaged will perform as well as or better than their peers who are not disadvantaged in both accredited qualifications and whole school target setting data.

Improved communication skills and comprehension for disadvantaged pupils so that they can independently communicate or comprehend subject-specific texts with challenging terminology, leading to better outcomes across the curriculum and through EHCP outcomes.	All pupils will have been set annual communication targets, linked to the EHCP long term targets. These will have been reviewed throughout each academic year using Assess-Plan-Do-Review cycle and reported to parents/carers. Bespoke interventions will have been implemented, leading to an increase in the successful achievement of EHCP targets.
Improved achievement of targets linked to EHCP outcomes in Physical and Sensory and SEMH needs.	All pupils will have been set annual Physical and Sensory and SEMH targets, linked to the EHCP long term targets. These will have been reviewed throughout each academic year, reported to parents and bespoke interventions will have been implemented, leading to an increase in the successful achievement of EHCP targets.  All staff will be confident in the Assess-Plan-Do-Review cycle to target setting as a result of training, moderation and analysis.
Improved attendance for all pupils, particularly those who are disadvantaged, leading to better outcomes.	Attendance data will show a decrease in disadvantaged pupils having attendance below 90%, being persistently or severely absent or having unauthorised absences.
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Disadvantaged pupils will have accessed wider opportunities and observations demonstrate a greater confidence and resilience as a result.

## 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: **£12,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>Training for staff in Little Wandle Systematic, Synthetic Phonics programme.</p>	<p>“There is very extensive evidence to support the use of a systematic phonics programme with pupils” <i>EEF Guidance for Improving Literacy in Key Stage 1</i>.</p> <p>“Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.”</p> <p><i>EEF Teaching and Learning Toolkit: Phonics</i></p>	<p>1</p>
<p>TLR holders for English, Maths, Science to ensure consistency of approach to a cumulative and sequential curriculum with additional cover to support quality assurance and curriculum development.</p>	<p>The DfE and Ofsted promote the role of middle leaders in ensuring a high quality, sequential and cumulative curriculum.</p> <p>Both English leads are completing the <i>National Professional Qualification for Leading Literacy</i> to ensure all related practice at Hazel is based on nationally recognised recommendations and research.</p>	<p>1</p>
<p>Continual Professional development and coaching by qualified SALTs for staff in the use of Augmentative and Alternative Communication systems, as well as oracy strategies, for whole class pedagogy.</p>	<p>Reception Baseline data and in school data demonstrates the increasing complexity of pupils communication needs in school.</p> <p>The EEF guidance on ‘Effective Professional Development’ is accompanied by a poster to help consider the ‘<a href="#">Effective Mechanisms of PD</a>’ - i.e. what are the essential elements that make mentoring or coaching more likely to be effective.</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress.</p> <p><i>EEF Teaching and Learning Toolkit: oral-language interventions</i></p>	<p>1,3,4, 5</p>
<p>Links with local universities and newly established local Research School (Tudor Grange Academy Solihull), as well as the</p>	<p>“Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socioeconomically disadvantaged pupils. Investing in high quality teaching should rightly be a top</p>	<p>1, 4, 5</p>

EHCP Team to develop staff subject knowledge, pedagogy and skills relating to curriculum areas and the SEND Code of Practice.	<p>priority for Pupil Premium spending. Strategies to support this could include investing in professional development, training, support for early career teachers, and recruitment and retention.”</p> <p><i>EEF Guide to the Pupil Premium, Updated September 2023</i></p>	
---	---	--

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

Budgeted cost: **£4,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing investment in Little Wandle Systematic, Synthetic Phonics programme and materials, including resources for staff to work with individual pupils in Key Stages 2-4 who need targeted support. Purchase of other Literacy-based resources and intervention strategies as recommended by the NPQLL.	<p>“There is very extensive evidence to support the use of a systematic phonics programme with pupils”</p> <p><i>EEF Guidance for Improving Literacy in Key Stage 1.</i></p>	1
Continual Professional development for staff in the use of Augmentative and Alternative Communication systems for targeted support with individual pupils by qualified SALT or staff trained by SALT.	<p>Reception Baselining data and in school data demonstrates the increasing complexity of pupils communication needs in school.</p> <p>The EEF guidance on ‘Effective Professional Development’ is accompanied by a poster to help consider the ‘<a href="#">Effective Mechanisms of PD</a>’ - i.e. what are the essential elements that make mentoring or coaching more likely to be effective.</p> <p>(Funding already allocated in <i>Teaching Section</i>)</p>	1

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

Budgeted cost: **£52,880**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed and develop the role of the Co-regulation Team to support pupils with co-regulation and self-regulation strategies. The team will promote and develop the used of the Zones of Regulation and Restorative approaches to managing conflict. The team will meet on a fortnightly basis to analyse behaviour data from Trackit Lights, plan for support and review interventions.</p>	<p>“The Zones of Regulation is a metacognitive framework for regulation and treatment approach that is based on immense evidence in the fields of autism, attention deficit disorders (ADD/HD), and social-emotional theories. It integrates best practices around Trauma Informed Care and mental health supports and aligns with the <u>CASEL SEL core competencies</u>.” <i>Zones of Regulation</i> website  <a href="https://www.zonesofregulation.com/uploads/3/4/1/7/34178767/zor_literature_review.pdf">https://www.zonesofregulation.com/uploads/3/4/1/7/34178767/zor_literature_review.pdf</a></p> <p>“In 2009 the International Institute for Restorative Practices put together this summary of findings from schools implementing restorative practices in the UK, Canada and the US...The findings show evidence of restorative practices' effectiveness in tackling disruptive behaviour and building positive school environments.” <i>Restorative Justice Council</i> website.  <a href="https://restorativejustice.org.uk/sites/default/files/resources/files/Improving%20school%20climate.pdf">https://restorativejustice.org.uk/sites/default/files/resources/files/Improving%20school%20climate.pdf</a></p>	4
<p>Programme working with parents and carers to develop effective home learning environments and increased self-expression.</p>	<p>The NSPCC recommends parents and carers work with children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions: <a href="#">Supporting children with special educational needs and disabilities   NSPCC</a></p> <p>“Parental engagement has a positive impact on average of 4 months additional progress. It is crucial to consider how to engage with all parents to avoid widening the attainment gaps.”  <i>EEF Teaching and Learning Toolkit: Parental Engagement</i></p>	3, 4
<p>Employment of additional attendance and family support officer to improve pupils' attendance through family support and</p>	<p>“Poor school attendance is a significant problem in England. In the 2021 autumn term, the most recent period for which data is publicly available, 23.5% of all pupils were persistently absent (defined as missing 10% or more of sessions) and 1.4% were severely absent (meaning they missed at least 50% of sessions). This is of particular concern to</p>	2

<p>implementation of Solihull MBC policies.</p>	<p>the EEF because evidence suggests many students with poor attendance are likely to be those from disadvantaged backgrounds. 33.6% of pupils who were eligible for free school meals were persistently absent in autumn 2021, compared to 20.0% of pupils who were not eligible.”</p> <p><i>Attendance and Persistent Absence: Evidence brief for Education Select Committee Inquiry, February 2023</i></p>	
<p>Allocated of funding to support disadvantaged pupils’ access to wider opportunities and cultural capital through residential trips, daily wellbeing groups and extra curriculum clubs/therapies.</p>	<p>“Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning.”</p> <p><i>EEF Pupil Premium Evidence Brief</i></p>	4
<p>Allocated funding to employ and train staff, as well as ongoing support from the Educational Psychologist to establish a Nurture Provision for pupils with SEMH needs.</p>	<p><i>“...Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies ... The majority of studies report higher impact with older pupils. Different treatment approaches, such as behavioural, cognitive and social skills for aggressive and disruptive behaviour, seem to be equally effective. Parental and community involvement programmes are often associated with reported improvements in school ethos or discipline so are worth considering as alternatives to direct behaviour interventions”</i></p> <p><i>EEF Toolkit and Nurture Groups</i></p>	1, 2, 4

**Total budgeted cost: £63,675**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Education outcomes for primary pupils:

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using our Year 11 accreditation, as well as our Key Stage 1-4 school-based assessment data. All pupils in Year 11 achieved their predicted grades in English, Science and Maths. Again, this demonstrates that disadvantaged pupils achieve similarly to their peers at key stage 4 accreditation.

Data from tests and assessments suggest that, although disadvantaged pupils perform as well as or sometimes better than their peers in some areas, there are some specific areas in each key stage which need to be targeted, as disadvantaged pupils did not perform as well as their peers in these areas. As already outlined above, these are:

These areas are:

- Writing in Key Stage 4
- Number in Key Stages 3 and 4
- Science/My World in Key stage 5
- SEMH in Key Stage 3 and 4
- Physical and Sensory in Key Stage 3
- Communication and Interaction in Key Stage 5

Although these trends are useful to consider, it is also important to acknowledge that "...school data cannot tell leaders which approaches or programmes are most likely to be effective to address the needs of their students. This is why school leaders should use high quality external evidence to inform their decision making alongside the expert knowledge they have of the pupils in their care." *EEF Guide to Pupil Premium, updated September 2023*. Therefore, Hazel Oak's Pupil Premium Strategy has been written considering quality external research from verified sources, as well as knowledge of our unique context.

#### Education outcomes for secondary pupils:

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using Key Stage 4 performance data and our own internal assessments. End of Key Stage 4 accreditation data demonstrates that disadvantaged pupils perform as well as or better than their peers in English and Maths.

#### Wider outcomes, for primary and secondary pupils:

Our assessments and observations during 2021-2024 suggested that wider development outcomes for our disadvantaged pupils varied significantly. Our analysis of the reasons for this pointed primarily to the ongoing impact from COVID-19. Behaviour and attendance analysis also demonstrated a difference between

disadvantaged pupils and their peers. The impact of COVID-19 on behaviour, wellbeing and mental health continued to affect pupils to varying degrees. As with education outcomes, the impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country.