

Hazel Oak School
Pupils Premium Impact and Analysis 2017-2018

Chosen action/ approach	Desired outcome	Monitoring and implementation	Actual Outcome	Next steps
Purchase books from Barrington- Stoke - dyslexic- friendly and more age-appropriate	Access to higher quality and more age-appropriate texts fosters greater enthusiasm for reading	Literacy leads to audit provision and source books	A range of books have been purchased for our older pupils that are more diverse and age-appropriate. Higher quality texts are being used in guided reading session that link to the curriculum.	English Leads to be trained in accelerated reader data monitoring and analysis - measure impact More books need to continue be purchased to support readers across school
Purchase Accelerated Reader scheme Deliver training to staff and parents	Implement accelerated reader program across school to develop reading skills and motivation for reading	Key staff trained in delivery in Summer 2017, ready to launch and train other staff and parents in 2018.	Accelerated Reader is used effectively across school from class Dewey upwards. Reading is more high profile across the school with all students reading more books and more often. Work has begun marrying up the Accelerated data with HOPI data to accurately track progress. According to the data, progress in reading is still low so this still needs focus.	English Leads to be trained in accelerated reader data monitoring and analysis and report to SLT. Focus on reading comprehension an an area for school improvement

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<p>Purchase Pen Pals scheme for all year groups Deliver training to all staff</p>	<p>Implement consistent handwriting scheme across school. With clear continuity developing fine motor skills through to cursive</p>	<p>English SIP group to deliver training to rest of staff. English lead to monitor.</p>	<p>Decision made by SIP group not to focus on handwriting, but instead on the development of writing skills across the school. Deputy Head and English leads have been trained in the delivery of 'Talk4Writing' and will be rolling out this training to staff in Autumn 2018. These approaches have already been built into planning.</p>	<p>Talk4Writing' training planned for Autumn 2018. Long term planning adopts 'Talk4Writing' approaches. Handwriting will become a focus at a later date.</p>

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<p>Create a Fixed term 3-day support role within the HOW team specifically to support students who benefit from Pupil Premium with specific intervention programmes personalised to their needs</p>	<p>Increase capacity of the HOW team to further support students who benefit from pupil premium. This role will enable us to be creative in the way interventions are approached and personalised for students. It may involve 1:1 support, small group working or targeted support within the classroom.</p>	<p>Role to be advertised internally and begin early Spring 2018. Role to be designed to draw on current staff strengths.</p>	<p>Despite reduced capacity within the HOW team due to long term staff absence, 22 of our students in receipt of pupil premium have benefitted from direct and on- going work from the HOW team in the following areas:</p> <ul style="list-style-type: none"> Emotional regulation So Safe Mental Health and Wellbeing Self Esteem Play therapy Mentoring Friendships Bereavement support <p>All evaluations were highly positive with all students staff and parents reporting that things have improved as result of the interventions.</p>	<p>As so many students were in need of input around emotional regulation, work has taken place across the school to further develop this within classrooms so all pupils benefit from approaches used in the HOW team.</p>

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Continue to offer CBT, Life-Coaching, EP, HOW team support	Improved mental health, well-being, social and life skills support for pupils	Regular monitoring of interventions on a weekly basis	In addition to the above. Our school-funded EP has seen 15 of our students who are in receipt of pupil premium.	SEMH continues to be a high-need area for us as a school and particularly so for our students in receipt of pupil premium. 60% of our pupils who are identified as having significant SEMH difficulties are students in receipt of pupil premium. We will continue to build capacity in this area through training up more staff to deliver Mental Health First Aid and Narrative-Based Therapy. Attachment difficulties are also prevalent in our pupil premium group and so large chunk of our joint professional training will focus on that this year.
Gifted and Talented groups to run on rotation throughout the year targeting specific pupils in areas of special interest	Pupils who are already making good or better progress are given further challenge and stretch through accessing Gifted and Talented groups.	Specialist Leader in Education to co-ordinate groups.	Termly sessions took place in English, Maths and Science. All students involved welcomed the opportunity to undertake further study/ exploration/discussion into their areas of strength. STEM sessions run by a retired engineer took place for one group of students.	Improved progress tracking of higher ability students in receipt of pupil premium.

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Book club to run twice weekly. Students to write reviews for the website	Support less confident readers through Book Club	TA to lead	Book club has run twice weekly throughout the year and students have submitted reviews for the website. Those participating have become more motivated with their reading.	Develop more book club opportunities across school to reach a wider audience. Establish a book club in lower school.
Run extra- curricular club, teaching games and family activities (Family Funs)	Students to develop play and social skills and stronger bonds with their parents and siblings	Key staff trained in the delivery of Family Funs. Programs to be delivered to target groups (Lower/ Upper School) in 7-8 weekly slots	Unable to deliver due to low take-up from families.	Will re-package and offer again in new academic year. Singing and signing club to be offered Sept'18.
Provide breakfast club on a daily basis	All PP pupils will be able to access Breakfast Club	Led by 4xTAs	All students who attend breakfast club, benefit from the meal as well as the opportunity to socialise with peers and talk through any worries with staff.	Breakfast club to be developed further with a focus on healthier eating and 'themed mornings'. All pupils in receipt of pupil premium to be invited to breakfast club. (This could lead to needing to increase staffing).

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Provide alternative means of access to clubs	Improved access to extra-curricular activities for PP pupils	Class staff and trip organisers to be aware of which children are in receipt of pupil premium and therefore eligible for financial support	<p>15 students were financially supported to attend a 4 night outdoors and adventurous facility in North Wales.</p> <p>Throughout the year students have been financed to access trips and visits and after school clubs.</p>	Continue to offer financial support for extra-curricular activities
Students to benefit from experiencing an immersive sensory/arts installation. (Colourscape)	Students to have increased opportunities for sensory and communication activities	DHT to co-ordinate and liaise with the Arts organisation	All students accessed Colourscape. (May 2017) Additional sessions were arranged for students in receipt of pupil premium. Further groups also benefitted from music workshops.	Continue to offer financial support for extra-curricular activities