

Hazel Oak School Pupil Premium Strategy 2019-2020

1. Summary information					
School	HAZEL OAK SCHOOL			Type of SEN (eg.PMLD/SLD/MLD etc.)	MLD/SLD/ASD
Academic Year	2018-2019	Total PP budget	£53897	Date of most recent PP Review	September 2019
Total number of pupils	153	Number of pupils eligible for PP	51	Date for next internal review of this strategy	September 2020
<p>This document contains our planning for Pupil Premium Spending 2019-2020</p> <p>Additional detail of exact support per pupil is kept on a Pupil Premium spreadsheet and is reviewed regularly</p>					

2. Current attainment		
KS1 & 2	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving targets in reading	90%	88%
% achieving targets in writing	100%	95%
% achieving targets in number	89%	89%
% achieving targets in geometry	94%	95%
KS3		
% achieving targets in reading	89%	93%
% achieving targets in writing	88%	85%
% achieving targets in number	75%	74%
% achieving targets in geometry	94%	88%
KS4		

% achieving targets in English	77%	83%
Summary of Analysis		
% achieving targets in Maths	100%	80%
<p>During the academic year 2018-19, disadvantaged pupils performed similarly to pupils who were not eligible for Pupil Premium in most areas and key stages, excluding English in Key Stage 4.</p> <ul style="list-style-type: none"> • In Key stages 1 & 2 Disadvantaged pupils performed better in English than pupils not eligible for Pupil Premium. • Pupils in key stage 3 did not achieve as well as pupils not in receipt of pupil premium in reading 		

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
	Emotional and Mental Health and Wellbeing
	Social Skills and misinterpretation/mis-reading others' intentions
	Language and Communication skills
	Time spent out of class or unable to engage in work as a result of SEMH difficulties
External barriers	
	Parental engagement
	Access to enrichment activities
	Attendance (for some specific pupils)
	Some barriers in meeting needs, such as breakfast in the morning, attendance of appointments.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
	Access to a wider package of mental health and wellbeing support	Pupils are able to emotionally self-regulate and build their resilience enabling them to be happier, more confident, better able to deal with life's challenges and therefore more ready for learning.
	Increased targeted social skills support and opportunities to build on skills	Pupils will develop their self- esteem, assertiveness and understanding and awareness of social situations and others' behaviour and intentions and therefore more ready for learning
	Continue to develop language and communication skills through enabling technology	Pupils will increase their language usage and develop their communication skills. They will have more independence in choices made.
	Improved attendance for those students for whom attendance is an issue	Pupils will attend school regularly and therefore make better progress
	Improved engagement in enrichment and residential activities	Increase in pupils participating in extra-curricular activities

5. Planned expenditure					
Academic year	2019-2020				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
					Costs

Develop language and communication skills through enabling technology- My Choice Pad	Purchase Pro Unlimited Site License allowing for unlimited users and devices.	The technology is developed by Speech and Language therapists and routed firmly in evidence.	Feed into JPD implementation groups to ensure wider impact across school (link to general iPad usage)	LT SM	Termly reviews of pupil progress £699
Develop language and communication skills, track progress and implement interventions	Renewal of Language Links Program	SMART and visual way to track progress and collate data over time. Develops understanding and skills base of staff. Resources and session plans. Gives 'next steps', opportunities to involve parents with activities that can be sent home	Feed into JPD implementation groups to ensure wider impact across school	SM	Termly reviews of pupil progress £275 for Infant programme £275 for Juniors programme = £550
Improve teaching and inclusive practices across school by committing to Joint Professional Development training which will give teachers and teaching assistants the opportunity to observe and learn from excellent practice across school and	As part of JDP, teachers and teaching assistants will observe other colleagues within school and work as part of implementation groups to	Implementation groups are proven to have more impact on School Improvement- where groups are working together towards a common goal Opportunities for peer observation and feedback is crucial to improving quality of teaching and learning for all	HT and DHTS to plan JPD training. JPD linked to appraisal targets- to ensure commitment from all. JPD training to take place in Spring term.		Following completion of Spring term's project and then again at end of Summer term to look at how practice has improved. Half day of cover per staff member Teachers 16 x £100 TAs 25 x £60 = £3100
Total budgeted cost					£4349

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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Maintain Wellbeing support within school through the HOW (Hazel Oak Wellbeing) Team	Continue to maintain capacity within HOW team to offer wellbeing support to our pupils who are eligible for pupil premium	HOW team work across school and much of their work is with pupils who are eligible for pupil premium and their families	Continue to target HOW caseload to provide specific pupil premium support	KR	Annually Direct Targeted Support 1 day per week of D Band TA x 3 Class Specialist Support 1 day per week of D Band TA x 3 = £29041.20
Provided specialist support for staff teams and individuals through educational psychology consultancy	Continue support and training provided by Lisa Sabotig for disadvantaged individuals who meet the PP criteria and other who are disadvantaged and need support	Educational Psychology is proven to improve outcomes for individuals and groups of pupils. We have an established relationship with Lisa Sabotig	Weekly organisation of Lisa Sabotig's time through the SLT. Referral system to be clear and transparent for staff, parents and carers.	KR/AS i	£5362.5
Provide targeted to support to individuals and groups with sensory needs by providing sensory resources	Purchase sensory rocker chairs and blankets	Students with sensory needs benefit from sensory interventions and sensory diets within the class to enable them to re-focus on learning	HOW team to co-ordinate	CG	Annually £1000
Total budgeted cost					£35403.70
iii. Other approaches (including links to personal, social and emotional wellbeing)					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
For pupils to gain confidence and increased wellbeing through attendance of Rocksteady Music School sessions and performances	Implement Rocksteady Music School and provide this free for disadvantaged pupils who will benefit.	Disadvantaged pupils generally have less access to extra curricular experiences outside of school. Disadvantaged pupils who took part in Rocksteady trials were very enthusiastic and this had a positive impact on their behavior and wellbeing.		KR/JS	Annually/ongoing for those who may benefit or no longer benefit 32 places x £312.48 = £9999.36

Continue to provide breakfast club for all pupils who are in receipt of pupil premium	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).	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.	TAS to lead under direction of Cookery Teacher	LP/AS i	Termly £380 x average 8 pupils = £3040
Continue to offer financial support for residential trips	Disadvantaged pupils will continue to have access residential trips for wellbeing, independence and cultural capital experiences	Pupils who are in receipt of pupil premium may have access to less extra-curricular/cultural opportunities than their peers yet deserve the same opportunities and development of cultural capital	Class staff and trip organisers to be aware of which children are in receipt of pupil premium and therefore eligible for financial support	EB KS2/3 Leads	Annually Llan Rug £125 x 5 = £625 Holliford £125 x 3 = £375 =£1000
Disadvantaged pupils to continue to have access to extra curricular clubs outside of school hours	Disadvantaged pupils will have access to Drumming Club, Football or Special Olympics	Disadvantaged pupils generally have less access to extra curricular experiences outside of school.	Organisation of extra curricular clubs with trained and appropriate staffing	ASi	Drumming Club £144 x 1 Football Club £195 x 2 Special Olympics £90 x 2 = £714
Total budgeted cost					£14753.36
Overall budgeted cost					£54506
Overspend					£609