

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Hazel Grove Primary School
Number of pupils in school	353
Proportion (%) of pupil premium eligible pupils	33% (118)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Mr Adam Hossen
Pupil premium lead	Mrs Hayley Cocksey
Governor / Trustee lead	Laura Bailey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£169,555
Recovery premium funding allocation this academic year	£15,624
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£185,179

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- What are your ultimate objectives for your disadvantaged pupils?
- How does your current pupil premium strategy plan work towards achieving those objectives?
- What are the key principles of your strategy plan?

At Hazel Grove Primary School all members of staff and governors accept responsibility for all pupils recognising that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention. We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential. The ultimate objectives for our pupils who are in receipt of pupil premium are:

To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school.

We know that children learn best when they attend school regularly. However, the attendance of the pupil premium group is lower than the attendance of those not in receipt of pupil premium. In our strategy we focus on encouraging attendance through meeting the well-being needs of pupils and families, by providing exciting learning including access to outdoor learning and a creative curriculum, specialised PE provision and opportunities to expand their cultural capital throughout the year. Through our SLT, pastoral lead and office administrators who are engaging with families to encourage and support good attendance in school. This includes regular meetings with the pastoral team, weekly monitoring of late children and absentees, 'late at the gate' welcome chats. 2022-2023 HGPS 9.5%, National 6.3%

To increase the attainment for pupils in receipt of pupil premium by 5% from Summer 23 data.

33% of our pupils are in receipt of pupil premium and 30 of those children have identified special educational needs. In all cases we strive to ensure all our pupils make excellent progress. We believe that all our pupils benefit from high quality adaptive teaching every day and we ensure our strategy provides for this with further additional intervention through one to one, small group teaching and bespoke teaching depending on the needs of the child. We have accessed this using our current staff in school but also accessing the National Tutoring Programme.

PP/Non-PP gap 2022/23 Attainment Expected and above

KS2

Reading PP 91% Non 80% +11%

Writing PP 36% Non 61% -25%

Maths PP 82% Non 69% +13%

KS1

Reading PP 63% Non 50% +13%

Writing PP 63% Non 53% +10%

Maths PP 63% Non 64% -1%

PP/ Non-PP gap 2021/22 Progress Expected and above

KS2

Reading PP 84% Non 90% -6%

Writing PP 96% Non 93% +3%

Maths PP 96% Non 99% +3%

KS1

Reading 57% Non 46% +9%

Writing PP 86% Non 88% -2%

Maths PP 57% Non 88% -31%

Ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are on track to make or exceed expected progress and attainment.

At Hazel Grove Primary School, we know children must be ready to learn by ensuring their personal, social, emotional and developmental needs are met. Social emotional care of our children is at the forefront of our care. There has been a recent increase in pupils' emotional and social and physical needs that impact on learning which effect both pupil and adult mental health and wellbeing needs. Our strategy includes a highly experienced pastoral lead, play therapist and counsellor, a trained emotional literacy support assistant, access to speech and language support and extra learning support from Stockport authority.

Groups of children have weekly access to the Friendship terrace and Nurture groups run by our Teaching assistants. We have a play therapist working weekly in school with individual children facilitating the Positive Pal intervention with groups.

Challenges

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

Challenge number	Detail of challenge
1 Attendance	The attendance of pupils in receipt of pupil premium is below that of peers and a greater proportion are classed as persistent absentees. 2022-2023 HGPS 9.5%, National 6.3%
2 Outcomes	There is a small, key group of pupils in receipt of PP not making expected progress despite interventions.
3 Pastoral	Pupils emotional well-being, social and behavioural needs affecting children being in a position to able to make progress and their readiness to learn
4 SEND	Some pupils who qualify for Pupil Premium funding have specific SEND needs and increasing number of children need SALT intervention.

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
To continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.	To increase attendance for pupils in receipt of pupil Premium funding. Currently- Reduce Proportion of pupils in receipt of pupil premium classed as persistent absentees

To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.	Increase the progress for a key group of pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline.
To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points.	To support pupils individual needs to enable them to make expected progress from their starting points.
To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning and feel happy and safe in school.	Children's well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality adaptive teaching and targeted interventions where needed to support them in making progress.

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: £59,510

Activity	Evidence that supports this approach	Challenge number(s) addressed
Catch Up Teachers In class and bespoke programmes delivered by Learning support assistants.	EYFS Nurture/ friendship group - TA or teacher 30 mins per week SALT group - TA or teacher 30-60 mins per week plus WELLCOMM programme Motor skills group - TA 30 mins per week plus Daily Funky Fingers and Squiggle	2, 3, 4

<p>2 x 1:1 support from Learning support assistants for children with behavioural challenges.</p>	<p>Maths fluency group - TA or teacher 30 mins per week PSED check in's - TA or teacher 1 hour per week Additional Guided Reading group TA 1 hour per week (Rocket readers) Additional Phonics group TA 1 hour per week. Whizzy writers</p> <p>KS1 Y1 Phonics intervention group TA 3 x 30 mins per week Story narrative group TA 1 x 1hour per week. Nurture group TA 1 x 1 hour per week Motor skills group 1 x 30 mins per week Y2 Nurture group TA 1 x 1 hour per week Motor skills group TA 1 x 30 mins per week. Extra support in class as a small group by teacher/TA 5 x 3 hour per week Brain boost intervention TA 4 x per week for 20 minutes. Extra reading sessions with teacher and teaching assistant 2 hour per week Friendship Terrace intervention 1 hour per week ran by teacher.</p> <p>KS2 Y3 LSS follow up work TA 1 x 30 mins per week x two children Focussed reading group TA 1 x 1 hour per week Targeted Maths groups two x TA 45mins daily Targeted phonics support daily 30 mins 1:1 immediate maths follow up TA 4 x 45mins Y4 Phonics phase 3 TA 15mins x 3 per week Phonics phase 5 Teacher 30 min per week Reading inference TA 30 min per week 1:1 reading TA 10 min each day Guided reading session TA 30 min x 3session each week Maths recovery 1 x TA daily 45 mins Y5 1:1 reading TA 10 min each day LSS follow up work TA 1 x 30 mins per week Toe by toe phonics TA 1x 30mins per week</p>	
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	<p>Nurture check in's daily TA 10mins per day Small group maths and reading support 2 hours per week.</p> <p>Y6 Making Decisions TA 30mins daily SEND/PP Making Decisions arithmetic support and practice TA 30mins daily Maths Support in class TA 1 hour daily SEND/PP Small group intervention with TA 30mins daily Reading Inference TA 30 mins 3 x per week SEND/PP Inference, TA 3 x per week Spelling and Grammar) intervention e.g. SNIP with TA 30mins daily. SNIP Dyslexic Spelling Research: Education Endowment Foundation T & L Toolkit - Meta-cognition & self-regulation (+7), Collaborative Learning (+5)</p>	
Staff CPD	<p>High quality staff CPD linked to School Improvement plan – Quality first teaching linked to positive relationships, engagement, subject knowledge and pedagogy, planning (including adaptive teaching), pitch and AFL. This is threaded throughout the year in staff meetings, observations, learning walks and INSET days.</p> <p>Research: Education Endowment – Professional development https://d2tic4wvo1iusb.cloudfront.net/eefguidance-reports/effective-professionaldevelopment/EEF-Effective-PD-Recommendations-Poster.pdf?v=1635355217</p>	2,3,4

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

Budgeted cost: £48,400

School led tutoring programme	<p>Targeted pupils to make accelerated progress. Pupils at least in line with all others nationally. Research: Education Endowment – One to One tuition https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/one-to-one-tuition</p>	2,3
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Activity	Evidence that supports this approach	Challenge number(s) addressed
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Play therapist/counsellor support 1x day per week	1:1 and small group weekly sessions to support good mental health Research: Child Action North West https://canw.org.uk/	1,2,3,4
Learning Support service teacher 1 x day a week Teacher working with individual children	1:1 support for targeted children Identification and assessment. Follow up work for in class support. Research: Education Endowment – Oral language interventions. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions	
Speech and Language Therapist 1 x day a week working with individual children and small groups.	Support needed for language and communication skills for children working below age related expectations across in KS1 and 2. Research: Education Endowment – Oral language interventions. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-language-interventions	
Ethnic diversity support 1 x day per week	Assessment and targeted support for EAL children. Research: https://www.stockport.gov.uk/about-the-ethnicdiversity-service	
Maths Recovery programme	A targeted maths intervention programme that diagnoses and address specific gaps in maths. Research: Education Endowment- Making best use of Teaching assistants. https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/teaching-assistants	2,3
SENCO additional day	Increase in Senco time to support the increase in children emotional and behavioural needs. Research: Educational Endowment – Special Educational needs in mainstream school. https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/send	
Inference intervention	Targeted children receiving small group support with inference to support reading and understanding. Research: Education Endowment- Making best use of Teaching assistants. https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/teaching-assistants	2,3,4

Effective deployment of Teaching assistants	Targeted pupils to receive small group interventions to support accelerated progress. Research: Education Endowment- Making best use of Teaching assistants. https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/teaching-assistants	2,4
Teaching Assistant timetable re-evaluated to deliver pastoral Nurture groups.	Targeted pupils to receive weekly nurture groups to support pupil wellbeing and mental good health. Research: Education Endowment- Making best use of Teaching assistants. https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/teaching-assistants	2,3,4
Motor skills	Targeted pupils to receive weekly nurture groups to support pupil wellbeing and mental good health. Research: Education Endowment- Making best use of Teaching assistants. https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/teaching-assistants	2,4
Supersonic phonics programme for EYFS and KS1	Additional phonics support for targeted children. Research: Education Endowment- Making best use of Teaching assistants. https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/teaching-assistants	2,4
Times Table Rockstar's	Online games to support the teaching of timetables in school and at home. Research: Case studies - https://trockstars.com/page/showcase	2

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

Budgeted cost: £77,269

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Lead will work with vulnerable pupils and families.	Pupils are safe and are confident in themselves and can manage their emotions effectively. Strengthened partnership with parents/carers. Parents/Carers regularly support pupils. Research: Education Endowment – Improving social and emotional learning in primary schools and working with parents to support children learning	1,2,3

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	
Head teacher, Deputy head, Phase Lead, SBM and office manager	Finance organisation, preparing the strategy, data analysis First day calls home to monitor absence and Weekly attendance monitoring Research: Working together to improve school attendance. https://www.gov.uk/government/publications/working-together-to-improveschool-attendance	
House points and rewards linked to school values	Behaviour, including learning behaviour, is good and more than good across school. Pupils make good progress in learning. Research: Educational Endowment – Improving behaviour in schools. https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/behaviour	1,2,3,4
Robin Wood residential	Opportunity for pupils to experience time away from home, team building and new endeavours. Research: Educational Endowment – Essential life skills. https://d2tic4wvo1iusb.cloud-front.net/documents/guidance/Non-cognitive_skills_literature_review_1.pdf?v=1671064338	3,4
Music instrument tuition	Weekly opportunities for children to learn brass, Ukuleles and steel pans in KS2 Research: Education Endowment – Arts participation. https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/arts-participation	2,3,4
Wider curriculum opportunities e.g. visits' out, visitors in, workshops etc.	Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital. Research: School Inspection handbook. https://www.gov.uk/government/publications/school-inspection-handbook-eif	1,2,3,4

PP+ Extra opportunities, external sports clubs, laptops, uniform	Allocated monies to provide support for activities and opportunities to build cultural capital, wellbeing and family support. Research: https://www.gov.uk/government/publications/pupil-premium/pupilpremium	
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Total budgeted cost: £ 185,179

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.

PP/Non PP gap 2022/23 Attainment Expected and above
KS2
Reading PP 91% Non 80% +11%
Writing PP 36% Non 61% -25%
Maths PP 82% Non 69% +13%
KS1
Reading PP 63% Non 50% +13%
Writing PP 63% Non 53% +10%
Maths PP 63% Non 64% -1%
PP/ Non PP gap 2022/23 Progress Expected and above
KS2
Reading 84% Non 90% -6%
Writing PP 96% Non 93% +3%
Maths PP 96% Non 99% -3%
KS1
Reading PP 57% Non 46% +9%
Writing PP 86% Non 88% -2%
Maths PP 57% Non 88% -31%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Times tables Rock stars	
Maths Recovery	
Super Sonic Phonic Friends	

Service pupil premium funding (optional)

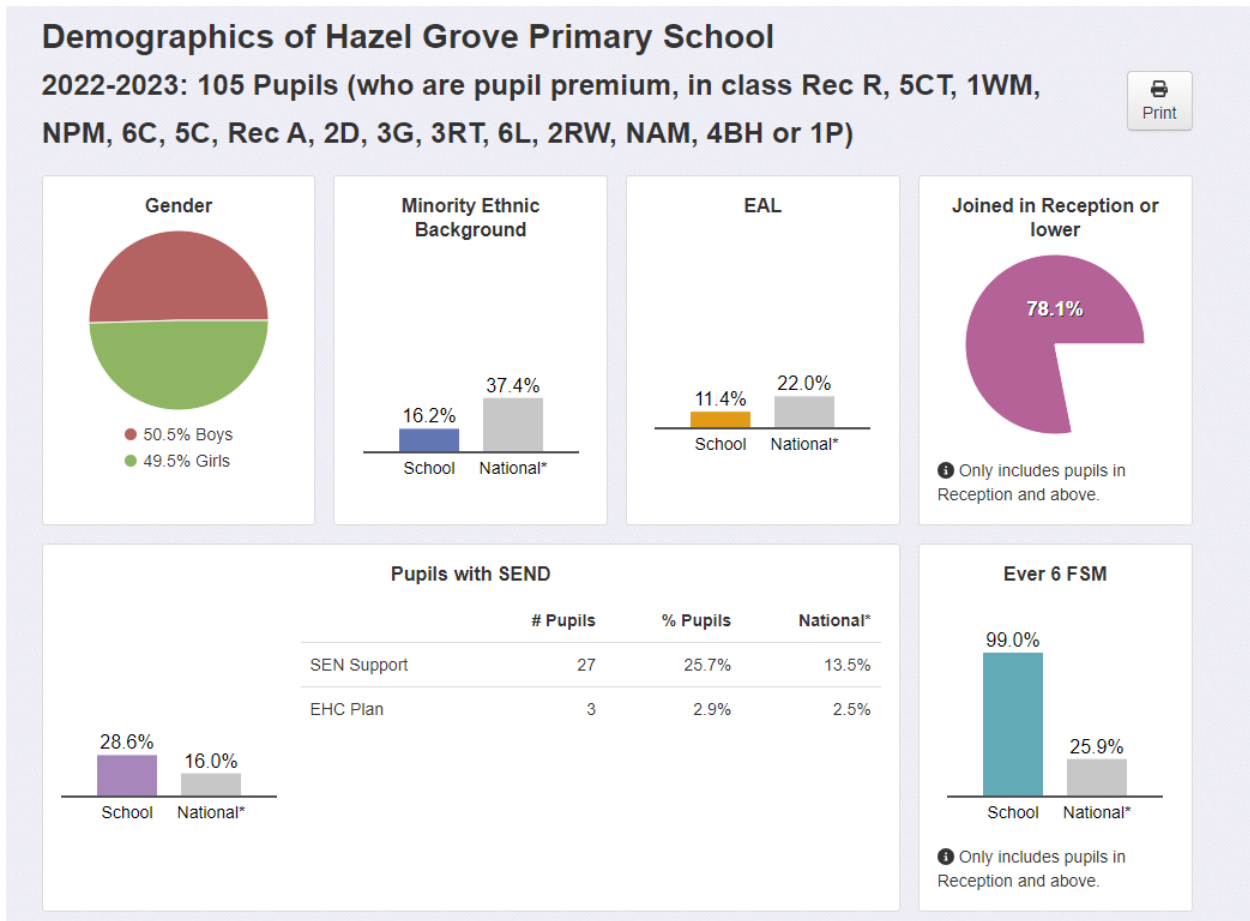
For schools that receive this funding, you may wish to provide the following information:

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

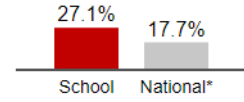


Absence Rates

	School	National*
Overall absence rate	9.5%	6.3%
- Authorised absence rate	5.8%	4.8%
- Unauthorised absence rate	3.8%	1.5%

ⓘ School absence figures only include pupils in Y1 to Y6. This is to be inline with national reporting.

Persistent Absence



ⓘ Percentage of Y1 to Y6 pupils who miss 10% or more sessions

Year Groups

	Pupils	Boys	Girls	EAL	Summer Born	Ever 6 FSM	SEN Support	EHC Plan	Absence Rate
Reception	9	3	6	2	2	9	1	0	10.9%
Year 1	10	7	3	0	4	10	5	1	20.5%
Year 2	14	5	9	2	6	14	6	0	7.2%
Year 3	16	11	5	5	10	16	4	2	5.0%
Year 4	18	6	12	0	10	18	4	0	5.8%
Year 5	12	7	5	2	6	12	2	0	4.7%
Year 6	26	14	12	1	10	25	5	0	13.8%

Ethnicities

	# Pupils	% Pupils
White - British	88	83.8%
Any Other Ethnic Group	6	5.7%
Any Other Black Background	3	2.9%
Any Other Mixed Background	2	1.9%
Any Other Asian Background	1	1.0%
Any Other White Background	1	1.0%
Black - African	1	1.0%
Pakistani	1	1.0%
White and Asian	1	1.0%
White and Black African	1	1.0%

SEND Specific Needs

	# Pupils	% Pupils
Speech, Language and Communication Needs	22	21.0%
Social, Emotional and Mental Health	16	15.2%
Moderate Learning Difficulty	7	6.7%
Autistic Spectrum Disorder	1	1.0%
Hearing Impairment	1	1.0%
Profound & Multiple Learning Difficulty	1	1.0%
SEN support but no specialist assessment of type of need	1	1.0%