

Pupil premium strategy statement – Hazel Slade Primary Academy 25-26

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	197 (199 last year)
Proportion (%) of pupil premium eligible pupils	57- 28.9% (59 pupils 27%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	3 of 3
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	K.Challinor
Pupil premium lead	K.Challinor
Governor / Trustee lead	L.Lawrence

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,825 (£70,053 last year)
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0 (£0 last year)
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0 (£0 last year)
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£82, 825 (£70,053)

Part A: Pupil premium strategy plan

Statement of intent

Hazel Slade Primary Academy is committed to maintaining high standards of teaching and learning for all pupils.

We are a fully inclusive school that caters for all children using a high quality first teaching approach along with additional support in each year group. This may be through the use of targeted interventions, differentiated resources, extra support and additional opportunities.

The pupil premium strategy plan focuses on improving teaching for all which is at the heart of all we do, providing professional development for all staff. This ensures our pupils are receiving the best opportunities every moment they are in school. Staff CPD enables us to provide up to date targeted intervention and support - both academic, social and emotional.

The additional provisions made for pupils who belong to the disadvantaged groups is continually assessed through the use of data information and termly pupil progress meetings. We recognise that not all our disadvantaged pupils are those in receipt of / or qualify for free school meals and therefore we reserve the right to include these pupils in the pupil premium support groups and intervention. Hazel Slade has legitimately identified these pupils as being socially disadvantaged.

Main Aims

- To close the learning gap between PP and Non-PP pupils
- Enable PP children to “keep up, rather than catch up”
- Raise standards by taking collective responsibility for addressing challenges and raising the outcomes and beliefs that all pupils regardless of backgrounds can achieve well.
- Ensure that the overarching pedagogy of teaching is present by all who work with the pupils in school
- Ensure appropriate provision is made for all pupils who come from vulnerable groups.
- We will liaise with the LA for pupils who receive universal school meals to identify those who are also eligible for PP funding and support parents in this process
- We will take account of current research that supports disadvantaged pupils learning development and put this into practice
- We will use the PP funding wisely to ensure all pupils are receiving access to high quality teaching and interventions for all children to be able to succeed.
- To continue to improve the attendance of our PP pupils

Challenges

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

Challenge number	Detail of challenge
1	PP not achieving GLD in Early Years
2	PP attendance remains lower than non-PP
3	Access to wider experiences and opportunities to improve aspirations and aims of pupils in the wider world
4	Percentage of PP children not achieving expected in R,W,M is higher than non-PP
5	PP access to SEMH intervention (including Forest School) to raise self esteem, regulation and to learn strategies to break down barriers to learning.

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
Improve maths attainment for disadvantaged pupils by the end of KS2	<p>KS2 maths outcomes for disadvantaged pupils will be in line with national average for expected standards for similar pupils. There will be an upward trend for children achieving expected outcomes in maths at the end of KS2.</p> <p>This will be tracked across the school in each year groups and discussed at Pupil Progress meetings, so that targeted pupils are highlighted and supported.</p> <p>PP SEMH needs are met, therefore greater engagement in learning and a positive attitude.</p> <p>Technology accessed by all PP pupils in all maths lessons – specific work set to address gaps highlighted in assessments.</p> <p>All children use technology to access maths learning and barriers are broken down.</p> <p>Maths interventions are in place and use both digital technology and small group or 1:1 intervention</p>
Improve reading attainment for disadvantaged pupils by the end of KS2	<p>KS2 Reading outcomes for disadvantaged pupils will be in line with national average for expected standards for similar pupils.</p> <p>This will be tracked across the school in each year groups and discussed at Pupil Progress meetings, so that targeted pupils are highlighted and supported.</p> <p>Phonic interventions in place to ensure that the PP children are passing the Year 1 phonic test by the end of Year 2.</p> <p>Reading intervention is to be in place for those children who do not pass phonics at the end of year 2, to enable them to develop reading skills in order to access the curriculum.</p> <p>PP SEMH needs are met, therefore greater engagement in learning and a positive attitude.</p> <p>Technology accessed by all PP pupils in Reading lessons, where appropriate in order to address gaps highlighted in assessments.</p>
Improve writing attainment for disadvantaged pupils at	<p>KS1 and KS2 writing outcomes for disadvantaged pupils will be in line with national average for expected standards for similar pupils.</p>

the end of KS1 and KS2	<p>This will be tracked across the school in each year groups and discussed at Pupil Progress meetings, so that targeted pupils are highlighted and supported.</p> <p>Moderation meetings (in school and with cluster schools) will evidence the progress that our PP pupils are making.</p> <p>PP SEMH needs are met, therefore greater engagement in learning and a positive attitude.</p> <p>Technology accessed by all PP pupils in writing lessons, in order to apply previous knowledge, inspire writing, retrieval tasks and showcase good work.</p>
Continue to improve attendance for all pupils, particularly disadvantaged pupils	<p>Using the guidance 'Working together to improve school attendance 2022' to support work being done</p> <p>Rigorously monitor and implement successful practices to improve attendance of PP pupils – 100% attendance awards, HERO initiative, letters home, weekly celebration cup, home visits and attendance meetings. Termly attendance meetings with the LA</p> <p>Attendance to be discussed at all PP TAC meetings and targets set accordingly</p> <p>To get whole school attendance to improve so that it is above the National Average</p> <p>No PP children taking holidays during school time, due to the enforcement of the new attendance policy</p> <p>To reduce the PA % of PP pupils</p>
To increase the amount of children to achieve GLD in EYFS	<p>Improve the outcomes for our GLD pupils in line with the non PP pupils.</p> <p>For PP children to receive GLD in line with the National average</p> <p>To close the gap between the PP and non-PP pupils achieving GLD</p> <p>To ensure that PP children “keep up, not catch up”</p>

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: £74757.02

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD training for All Aboard Phonics for all staff as twilight sessions.	<p>2 hours twilight £420</p> <p>1 extra session £210</p> <p>EEF Research</p> <p>Studies in England show that pupils eligible for Free School Meals or</p>	4

	disadvantaged pupils typically gain similar or slightly greater benefit from phonics interventions compared to other pupils. This means phonics can help reduce literacy attainment gaps when implemented well.	
Phonic intervention for Year 2 and 3 – resources and training. Daily TA session in Year 2 and Year 3	TA x 2 – 5 hours £3510 Resources £500 EEF Research Studies in England show that pupils eligible for Free School Meals or disadvantaged pupils typically gain similar or slightly greater benefit from phonics interventions compared to other pupils. This means phonics can help reduce literacy attainment gaps when implemented well.	1,4
TA Apprentice appointed to support PP pupils in Key Stage 1/2	£18,175.52 EEF Research Research shows that when TAs deliver structured, targeted interventions (one-to-one or small-group) that are well-linked to classroom teaching, research shows moderate positive effects, typically around 4 to 6 extra months' progress for participating pupils.	1
Additional Year 3 TA – extra 15 hours of an afternoon (Year group with 21% PP have full time support plus extra hours for intervention)	£22650 £15.10 x 15 EEF Research Research shows that when TAs deliver structured, targeted interventions (one-to-one or small-group) that are well-linked to classroom teaching, research shows moderate positive effects, typically around 4 to 6 extra months' progress for participating pupils.	4
Additional Year 1 TA – extra 15 hours a week. Children with a higher level of PP children who may fall behind. Support for Core subjects	£8892 EEF Research Research shows that when TAs deliver structured, targeted interventions (one-to-one or small-group) that are well-linked to classroom teaching, research shows moderate positive effects, typically around 4 to 6 extra months' progress for participating pupils.	4
Continue to develop a programme of high	Effective Professional Development EEF (educationendowmentfoundation.org.uk)	1,2,3,4

quality CPD rooted in research for teachers	<p>Supporting disadvantaged pupils with high quality first teaching which comes from high quality CPD and consistently high standards by setting the expectations.</p> <p>Focus on resources and proven ways of improving teaching, through tried and tested methods of professional development and feedback.</p> <p>£2,000</p>	
Forest school Intervention for PP children	<p>TA 2hrs per week £1053</p> <p>Supply cover one afternoon per week £5538</p> <p>EEF research</p> <p>EEF recommend using a range of strategies to teach key skills, both in dedicated time, and in everyday teaching.</p> <ul style="list-style-type: none"> • Self-awareness: expand children's emotional vocabulary and support them to express emotions. • Self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with intense emotions. • Social awareness: use stories to discuss others' emotions and perspectives. • Relationship skills: role play good communication and listening skills. • Responsible decision-making: teach and practise problem solving strategies. 	5,3
Forest school CPD Level 2 ELSA Provision Forest school	<p>CPD for Miss Webb £500</p> <p>Forest school Elsa £15</p>	5,3
ELSA provision one afternoon per week	<p>TA £1170</p> <p>EEF research</p> <p>EEF recommend using a range of strategies to teach key skills, both in dedicated time, and in everyday teaching.</p> <ul style="list-style-type: none"> • Self-awareness: expand children's emotional vocabulary and support them to express emotions. • Self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with intense emotions. • Social awareness: use stories to discuss others' emotions and perspectives. • Relationship skills: role play good communication and listening skills. 	5

	<ul style="list-style-type: none"> • Responsible decision-making: teach and practise problem solving strategies. 	
To support all learners in class and target specific individuals	<p>Pre-teaching of learning before the session, TA support that is targeted and focused to specific pupils in order to access and achieve in maths and English</p> <p>One extra TA every morning for intervention $\text{£}15.10 \times 15 = 226.50$ $\text{£}8,833.50$</p> <p>EEF Research Research shows that when TAs deliver structured, targeted interventions (one-to-one or small-group) that are well-linked to classroom teaching, research shows moderate positive effects, typically around 4 to 6 extra months' progress for participating pupils.</p>	4
RRP training (restorative and relationship training)	<p>6 days supply teaching $\text{£}1290$</p>	5

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

Budgeted cost: £2,177.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nessy	<p>Access to the online support for phonics/reading $\text{£}1000$ plus training</p> <p>EEF Research EEF does recommend high-quality phonics and structured literacy approaches as effective in improving reading skills, particularly for disadvantaged pupils.</p> <p>EEF guidance encourages schools to choose evidence-based literacy support,</p>	4

	use reliable research, and monitor out-comes when selecting interventions.	
Lego therapy	<p>1 TA one afternoon £15.10 £1,177.80</p> <p>EEF Research</p> <p>EEF recommend using a range of strategies to teach key skills, both in dedicated time, and in everyday teaching.</p> <p>Relationship skills: role play good communication and listening skills.</p> <p>Responsible decision-making: teach and practise problem solving strategies.</p>	5

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

Budgeted cost:£5860

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that PP pupils have access to afterschool clubs	<p>At parents request PP children can access afterschool enrichment clubs free of charge, supplemented by the school. £500</p> <p>EEF Research</p> <p>EEF research shows that</p> <p>There can be progress on average in literacy and maths when pupils take part in physical activity interventions.</p> <p>This includes <i>organised sports, dance or exercise</i>, which can occur through after-school activities.</p> <p>The evidence emphasises that physical activity alone doesn't automatically boost attainment — rather, the impact depends on the <i>quality of the programme</i> and whether learning is integrated with the activity.</p> <p>Regular, <i>structured extra-curricular activities that combine physical activity with academic content</i> (e.g., literacy or maths) tend to show</p>	5,2

	better academic benefits than sports on their own.	
Ensure that PP pupils have access to school trips and visits	<p>At parents request PP children can access afterschool enrichment clubs free of charge, supplemented by the school.</p> <p>£2000</p> <p>EEF Research</p> <p>EEF reviewed before/after-school programmes and optional activities which often mix <i>academic and non-academic (enrichment) content</i>.</p> <p>It shows:</p> <p>A moderate positive impact on attainment (+3 months on average)</p> <p>That combining academic learning with enrichment activities can help engagement, but participation is key for disadvantaged pupils — otherwise the pupils who most need support may not attend.</p> <p>This suggests that enrichment <i>paired with academic support</i> can be beneficial, particularly when thoughtfully designed and accessible.</p>	5,2
Wellbeing Support for disadvantaged pupils to increase confidence and allow full access to learning	<p><u>Fireworks</u> – External support for pupils</p> <p>£1500</p> <p>EEF research</p> <p>EEF recommend using a range of strategies to teach key skills, both in dedicated time, and in everyday teaching.</p> <ul style="list-style-type: none"> • Self-awareness: expand children's emotional vocabulary and support them to express emotions. • Self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with intense emotions. • Social awareness: use stories to discuss others' emotions and perspectives. • Relationship skills: role play good communication and listening skills. • Responsible decision-making: teach and practise problem solving strategies. 	5
Transition support for Year 6 leavers	<p>Firework summer term £500</p> <p>EEF research</p>	5

	<p>Plan, support, and monitor Social and Emotion Learning implementation</p> <p>Establish a shared vision for SEL: ensure it is connected to rather than competing with other school priorities. Involve teachers and school staff in planning for SEL. Provide training and support to all school staff, covering: <u>readiness for change</u>; development of skills and knowledge; and support for embedding change. Prioritise implementation quality: teacher preparedness and enthusiasm for SEL are associated with better outcomes. Monitor implementation and evaluate the impact of your approaches.</p>	
Support in decreasing barriers to learning for pupils attendance	<p>To prioritise the attendance of PP pupils to ensure pupils attendance is 94% and above. Office Staff to look at Attendance – weekly complete weekly tracking and support in making home visits and meetings with parents, L4 £11.59 per hour – 3 hours per week – 42 weeks £1460.43</p> <p>EEF research</p> <p>EEF has published a rapid evidence assessment that looks at what kinds of attendance interventions have been evaluated and what the research shows:</p> <p>The review found a wide range of strategies used to improve attendance.</p> <p>It highlights some promising approaches, especially those involving parent communication and engagement, and responsive, needs-based interventions tailored to individual pupils' barriers.</p> <p>There is <i>some evidence</i> that structured approaches involving monitoring, communication and motivation systems can improve attendance.</p>	5, 1, 2

Total budgeted cost: £82894.82

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Hazel Slade has reviewed its performance of our disadvantaged pupils' during the academic year 2024-25, using the Key Stage One, Key Stage 2 and Phonics screening check results. In addition to GLD data and our own internal assessments

We compare our data outcomes for all pupils and disadvantaged pupils.

Pupil premium was spent wisely and in its full to provide intervention, additional teachers and focused CPD to enhance teaching. This had positive impacts on pupils attainment. As we prioritised wellbeing the children's behaviour, learning behaviour and self esteem has improved and this has had a positive impact on not only the data but also the attitude for learning from most of our pupils. We need to continue to build on this, to further target children's SEMH needs and further improve attitude to learning. We believe this can come from the further development of Forest School for EYFS and PP children in Key stage 2.

Access to high quality teaching and high-quality support via targeted interventions for reading, writing, maths, in addition to the commitment to our digital development (Vision - Making learning accessible for all) has meant that PP have achieved.

To improve maths attainment for disadvantaged pupils by the end of KS2

KS2 maths:

By Demographic				
<div>Comparison Year on Year</div>				
<div>Hide columns Search this table Download</div>				
Student Group	2022/2023	2023/2024	2024/2025	Change since 2023/2024
Male	46.2%	70.6%	68.8%	▼ -1.8%
Female	75%	61.5%	72.7%	▲ 11.2%
SEN	33.3%	16.7%	25%	▲ 8.3%
Not SEN	61.1%	79.2%	78.3%	▼ -0.9%
Pupil Premium Eligible	60%	63.6%	58.3%	▼ -5.3%
Not Pupil Premium Eligible	54.5%	68.4%	80%	▲ 11.6%
FSM	57.1%	62.5%	50%	▼ -12.5%
Not FSM	57.1%	68.2%	82.4%	▲ 14.2%
EAL	N/A	N/A	100%	N/A
Showing 9 results				

Through implementation of targeted booster groups and the introduction of digital technology. PP children were provided with daily learning opportunities which included retrieval, embedding of skills, higher challenges and more access to differentiated work. Due to the lower starting points in year 6, addition breakfast club and two weekly booster sessions were put on. The increase in children who were unable to reach expected is a reflection on 2 children who were disallowed (EHCP/SEND) and a child that did not attend the test on the day. In order to return back to an upward trend, Year 5 booster sessions were put in at an additional cost in the summer term of year 5, thus targeting the PP children.

To improve reading attainment for disadvantaged pupils by the end of KS2

KS2 reading:

Comparison Year on Year				
Hide columns ▾	Search this table			Download ▾
Student Group	2022/2023	2023/2024	2024/2025	Change since 2023/2024
Male	46.2%	76.5%	75%	▼ -1.5%
Female	100%	61.5%	90.9%	▲ 29.4%
SEN	0%	50%	50%	▬ 0.0%
Not SEN	77.8%	75%	87%	▲ 12.0%
Pupil Premium Eligible	60%	63.6%	83.3%	▲ 19.7%
Not Pupil Premium Eligible	72.7%	73.7%	80%	▲ 6.3%
FSM	42.9%	50%	80%	▲ 30.0%
Not FSM	78.6%	77.3%	82.4%	▲ 5.1%
EAL	N/A	N/A	100%	N/A

Showing 9 results

The gap between to PP and Non-PP pupils has continued to reduce, and the amount of children achieving the expected standard was higher then the non-pp children. This has been a result of the continued emphasis on reading and reading across the curriculum. In addition the digital development has enabled every PP child to access AR reading daily and specialist phonic and reading develop with Nessy. The implementation of early reading skills and the phonics reading scheme books, should enable us to ensure our PP children continue to “keep up”. Children were targeted for additional reading with Teaching assistant support, in addition to ‘Ninja reading’ groups which further enabled the PP children to succeed.

To improve writing attainment for disadvantaged pupils at the end of KS1 and KS2

KS2 Writing

By Demographic				
Comparison Year on Year				
Hide columns ▾	Search this table			Download ▾
Student Group	2022/2023	2023/2024	2024/2025	Change since 2023/2024
Male	38.5%	70.6%	68.8%	▼ -1.8%
Female	87.5%	76.9%	90.9%	▲ 14.0%
SEN	0%	0%	0%	▬ 0.0%
Not SEN	66.7%	91.7%	91.3%	▼ -0.4%
Pupil Premium Eligible	50%	72.7%	75%	▲ 2.3%
Not Pupil Premium Eligible	63.6%	73.7%	80%	▲ 6.3%
FSM	42.9%	62.5%	70%	▲ 7.5%
Not FSM	64.3%	77.3%	82.4%	▲ 5.1%
EAL	N/A	N/A	100%	N/A

Due to targeted writing intervention, staff CPD and the introduction of the digital technology which enabled children to access success criteria's, develop SPAG skills and have more opportunities to enhance editing skills meant that writing skills improved. There is an continued upward trend for PP and Non-PP children which has enabled the disadvantaged to "keep up". Targeted handwriting, editing groups and a whole school focus on writing moderation has enabled thorough tracking, identifying gaps and amended planning to meet children's needs.

To increase the amount of PP children achieving RWM at the end of KS2

By Demographic				
Comparison		Year on Year		
Hide columns ▼	Search this table			Download ▼
Student Group	2022/2023	2023/2024	2024/2025	Change since 2023/2024
Male	23.1%	64.7%	56.3%	▼ -8.5%
Female	75%	46.2%	63.6%	▲ 17.5%
SEN	0%	0%	0%	→ 0.0%
Not SEN	50%	70.8%	69.6%	▼ -1.3%
Pupil Premium Eligible	40%	45.5%	58.3%	▲ 12.9%
Not Pupil Premium Eligible	45.5%	63.2%	60%	▼ -3.2%
FSM	28.6%	37.5%	50%	▲ 12.5%
Not FSM	50%	63.6%	64.7%	▲ 1.1%
EAL	N/A	N/A	100%	N/A

Showing 9 results

Disadvantaged children achieving RWM at the end of KS2 23/24 is on an upwards trend, in line with the non-PP children This still needs to be targeted as this could be further improved if more children achieved expected in Maths.

To improve attendance for all pupils, particularly the disadvantaged

Due to the insistence of good attendance and the new initiatives the attendance of the whole school is in line with National. In addition to this, the attendance of our PP children was at 92.76% attendance compared to non PP who got 95.66% attendance. Although there is still a gap between the PP and Non-PP children, our PP pupils are now closer the national average of 95.2%.

The addition of SEMH interventions such as Lego therapy, sensory circuits, Forest School and Elsa have supported our most vulnerable pupils whose wellbeing was impacting their learning and supported them in access class learning again. year to support our most disadvantaged pupils. The impact of the external support group 'Fireworks' has supported the transition in Key Stage 2 of our more vulnerable pupils and therefore supported them to be in school. Appointing an Attendance lead has ensured that communication to parents is consistent, clear and high expectations are set. Attendance meetings have taken place and where necessary further agency support has been used to support struggling PP families.

To increase the amount of disadvantaged children to achieve GLD at the end of EYFS

By Demographic				
<div> <div>Comparison</div> <div>Year on Year</div> </div>				
<div> <div>Hide columns</div> <div>Search this table</div> <div>Download</div> <div></div> <div></div> <div></div> <div></div> </div>				
Student Group	2022/2023	2023/2024	2024/2025	Change since 2023/2024
Male	50%	60%	61.5%	▲ 1.5%
Female	63.6%	88.9%	80%	▼ -8.9%
SEN	0%	0%	33.3%	▲ 33.3%
Not SEN	66.7%	77.8%	81.8%	▲ 4.0%
Pupil Premium Eligible	0%	50%	40%	▼ -10.0%
Not Pupil Premium Eligible	72.7%	80%	78.3%	▼ -1.7%
FSM	0%	50%	40%	▼ -10.0%
Not FSM	72.7%	80%	78.3%	▼ -1.7%
EAL	N/A	100%	N/A	N/A

Showing 9 results

In 22-23 -No PP pupils achieved GLD, and 72.7% of non PP did reach GLD. Due to targeting this in 23-24, there has been an increase in the amount of children that have achieved GLD across the school, but more PP children have achieved GLD this year. Through close scrutiny of data, it is clear that the maths strand is the lowest scoring and this prevented some PP children achieving GLD. This continues to be an area where more development is needed.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
PUMA PIRA assessments	Hodder
Pathways Writing and Intervention	The Literacy Company
Precision teach	EP service
Nessy	Nessy
NHS Mental Health Support Team	NHS
Speech and Language	NHS SALT Team
Lego Therapy	ASC Inclusion / Bricks Therapy Training
Fireworks	Local organisation
ELSA groups	Elsa trained TA
All Aboard Reading Scheme	All Aboard phonics

