



Achieve to Advance (Pupil premium) strategy statement: The Hazeley Academy 2023/24

1. Summary information					
School	The Hazeley Academy				
Academic Year	2023/24	Total PP budget	£224.910	Date of most recent PP Review	July 2023
Total number of pupils	1638	Number of pupils eligible for PP (includes 6th Form)	283	Date for next internal review of this strategy	Sept 2024

	<i>Pupils eligible for PP (year 11 2023/2024)</i>	<i>National Non-Pupil Premium</i>
% achieving grade 4+ Basics (English and Maths)	59.5%	
% achieving grade 5+ Basics (English and Maths)	29.7%	
Progress 8 score average (2022/2023)	-0.47	
Progress 8 English	-0.61	
Progress 8 Maths	-0.23	
Progress 8 Open Bucket	-0.70	

2. Barriers to future attainment (for pupils eligible for PP including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)		
A.	Literacy missed on entering Year 7 are lower for pupils eligible for PP than for other pupils, which prevent them from making good progress across KS3.	
B.	A degree of gaps in knowledge for Year 7 & 8 pupils	
C.	One of the highest numbers of pupils with and EHCP across Milton Keynes. Currently we have 34 students on roll.	
D.	A2A (PP) Boys (19) P8 FOG -1.13 Low Ability currently at P8 -0.60 highlighted as concern. However, to monitor low, middle and high ability groups.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) 2022 data		
E.	Attendance rates for pupils eligible for PP at June 2023 are YEAR 7 91.53%, YEAR 8 87.77%, YEAR 9 90.54%, YEAR 10 85.44%, YEAR 11 86.70% (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average.	
3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP students demonstrate improving progress that is at least in line with the National Average for non-PP students.	Progress 8 measure for A2A students is at least 0 in summer 2024
B.	Improved rates of progress for current cohort of year 11 PP/SEND students identified as most off track.	Barriers to learning for all critical PP and SEND students identified individual flight paths and personalised mentoring and intervention in place.
C.	Demonstrable improvement in the attainment and progress of PP students in mathematics in year 11.	Progress 8 measure in mathematics for acceleration students is at least 0.2 in summer 2024. The attainment 8 measure for A2A students in mathematics is in line with national average for other students nationally.
D.	High levels of progress in literacy for Year 7 and year 8 pupils eligible for PP.	Pupils eligible for PP in Year 7 and 8 make either expected or exceed progress by the end of summer 2024. This will be evidenced using accelerated reader assessments and English written assessments at PR points.
E.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees (PA) among pupils eligible for PP. Overall attendance among pupils eligible for PP improves from 88.64% (Key stage 3 and 4) to above 96% in line with 'other' pupils.

4. Planned expenditure					
Academic year		2023/24			
The three headings below enable the academy to demonstrate how we 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 and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve student independence	Subsidised provision of core subject revision guides and materials for exam prep (Maths, English, and Science).	Ensuring all Y11 students have a consistent resource bank to support homework is a relatively low cost, moderate impact strategy. Provide KS3 A2A (PP) students with revision guides or knowledge retrievers.	Engage Year 11 parents and students through study skills programmes and address any concerns. Track progress in English, Maths and Science at each PR point.	Progress Leader Y11 SAC HGA	At each PPE point across the academic year
Reduced class sizes in English and Maths	Recruitment of additional Maths and English Qualified Teaching Staff. Teacher able to give quality feedback and spend more time with individual students.	Evidence on providing feedback from the (EEF) states it is high impact, low cost with moderate evidence. However, reducing classes to support feedback has a moderate impact with a high cost according to the EEF. This indicates that a reduction in class size has a positive impact on student progress. This is in place for mixed ability exam groups in English and Maths.	Collate numbers of students in each class.	Subject Leaders ETT, MLS	Annually

Students to take greater responsibility for their own learning and achievement	Meta-cognition and self-regulation approaches (scaffolding/self-inquiry). To adopt an inquiry approach within classrooms.	EEF state that Metacognition and Self-regulation has high impact and low cost for lower achieving older students. Writing frames and Higher order Questioning. Embed Magenta Principles into teaching and learning to ensure learning is an engaging student-centered experience. Linked to the Academy Improvement Plan with a focus on Pupils Personal Pedagogy.	Through modelling in the classroom, learning walks, book scrutiny. Whole school initiatives such as Magenta weeks. Student questionnaires or focus groups and attainment measured at each PR point.	Subject Leaders	Termly
To improve reading and comprehension across KS3 Year 7,8 and 9	Accelerated reading programme	EEF identifies reading comprehension programmes as high impact, low cost initiative. Accelerated Reader produces "particularly positive effects" according to an independent study by the Education Endowment Foundation (EEF) and Durham University. <i>"The internet-based programme increased the reading age of pupils by three additional months in just 22 weeks. The effect on low-income pupils was even greater, with their reading age improving by five additional months in the same amount of time."</i>	Analysis of accelerated reading programme data based on start and end points.	EGS/HGA	Termly
All students understand and act on feedback to improve progress and outcomes	Greater emphasis on DIRT following each PR point	Low cost, high impact highlighted by EEF. Students are more aware of what they need to do to improve progress. Many different evidence sources (including John Hattie's Visible Learning and the EEF Toolkit) suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. This will focus specifically on effective assessment of writing for a purpose.	Through learning walks, book scrutiny, student focus groups and questionnaires. Attainment measured at each PR point.	Subject Leader / SLT	Following each PR point

<p>Teachers and support staff to be able to identify PP easily.</p>	<p>Annual subscription to online seating plan.</p>	<p>To be able to flag students who require additional support/input. All PP easily identifiable by all teaching (including supply) and support staff. This is already in place and is part of the Arbor subscription.</p>	<p>This has worked well last year and the ability to supporting our most vulnerable learners. Seating plans available on Arbor and A2A (PP) group students identified on seating plan.</p>	<p>Subject Leaders/HGA</p>	<p>Annually</p>
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All students use Unifrog to research, plan and record their further education, training or employment pathway	Annual subscription to Unifrog platform	Students can work on this independently. Parents can access student area and interact with what they are doing. Parental engagement in supporting student activities has a moderate impact according to the EEF. Tutors are sent updates for each student, so tutors can engage with the students and support the pathway. The platform supports students from Year 7 through to Year 13	Launch sessions will take place yearly with each year group. Tutors will track student completion – and be a focus for tutor sessions. OBM will be able to see overall completion.	MSW and PLs	Annually
Total budgeted cost					£126,086.50
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved Year 7 & 8 Literacy and Numeracy and progress	1:1 and small group intervention during registration for identified students.	Targeted PIXL or comparable syllabus related programme, for students making less than expected progress. Intensive support during registration. PIXL language programme has been evaluated positively and has been shown to be effective.	Data tracking of these students to show impact of the programme. CPD from Senior TA's to TA's delivering the programme. SENCO to liaise with parents of targeted students to gain support so all engage with the programme.	SENCO – HKD LAA	Termly

Increase independent study skills to improve progress for targeted students	KS4 Study skills supported PL and resourced subject leaders. Whole school Homework club for invited students to be offered weekly.	Students supported to complete homework, develop self-inquiry skills and improve study skills. Supported by STA's after school. Moderate impact for low cost identified by EEF.	Attendance log and completed homework log to be evaluated termly. Detentions for homework for PP and SEND students reviewed by SENCO. Feedback to teachers setting homework to ensure students are able to access learning (needs to be differentiated or amended depending on student needs).	SENCO-HKD/MSW/ CLL HGA	Termly
Improved progress for A2A (PP) across all year groups	Strengthen pastoral support through form tutors. All A2A (PP) students have 1:1 time with their form tutor during registration to highlight any barriers to learning, preferred learning styles and discuss progress.	It is important for all A2AP (PP) students to have regular 1:1 contact with their form tutor. The EEF state that mentoring is low impact for moderate cost however, these are built relationships for several years and thus have been proven school wide to reduce barriers to learning.	Feedback from students during focus group, surveys, or student council. Liaison with parents to overcome barriers to learning.	PL and form tutors	Termly
Improved progress and future employability for A2A (PP) students in KS4	Small group learning at KS4 for some A2A (PP) and SEND students on an Alternative Curriculum Pathway. Pupils complete the ASDAN Cope and NCFE Functional Skills English and Maths programmes.	Ofsted, as well as Milton Keynes SEND team recommended an Alternative pathway be designed for students who may not be able to fully access a traditional academic pathway. ASDAN CoPE has proven outcomes for pupils to achieve on a employability / vocational pathway. Small group tuition and learning is deemed as moderate impact and moderate cost.	Staff training and moderation compliance. Data tracking of these students to show impact. Module and course completion and PR data improvements. Internal and external assessment testing. Attendance log and tracking of Pathways after year 11 logged.	HKD - SENCo and MSW	Termly

To improve exam preparedness	Small group intervention aimed at improving study skills for identified A2A (PP) and SEND students off track in year 11. Subject specific study skills intervention – Maths / English.	Moderate impact for low cost identified by EEF	Attendance log. Student questionnaires pre and post intervention, focus groups. Attainment at PR points	HKD / EGS / MLS / HGA	February 2023
To improve students' interactions with others and develop self-management skills to help deal with emotions.	Emotional wellbeing pathway. Small group work intervention. Continuous CPD for the nominated teachers, TA's and support staff running the intervention. Counselling services on 1:1 basis. Pupil mental health ambassadors. Whole school mental health initiative.	Moderate impact for A2A (PP) students /lower achieving students (EEF). Pastoral support through R2L and Form tutors. Emotional support and health pathway for target students. Intervention programmes for identified students on evidence based LLtF (Living Life to the Full CBT programme provided by Educational Psychologist services within Milton Keynes. Talk About programme for students needing social skills and emotional skills support. Access to counselling service within school for 1:1 support. Clinical supervision for staff delivering interventions or programmes.	Develop care pathway, part of the school AIP target. Recorded conversations with PL/R2L and tutor. Triage and number of referrals to service and external providers. Pre and post assessment to elicit views of pupils participating and monitor impact. Views of staff providing the intervention and supervision or referral on. Focus group and student questionnaires to monitor effectiveness.	EOM / HLM	February 2023 / Termly
Lower attaining students in year 7 and 8 to develop literacy and numeracy skills	Catch up programme for identified students. Students to attend catch up programme instead of MFL in year 7 and 8. Deployment of English and Maths specialist TA to facilitate groups (twice a week).	The literacy and numeracy catch-up premium gives state-funded schools including special schools and alternative provision settings, additional funding to support year 7 pupils to achieve the expected standard in reading or numeracy at the end of key stage 2 (KS2). Although this funding has been discontinued by the Government, the impact of catch up was so useful in previous years this will continue 2021-22.	Learning walks. Individual progress against baseline assessments – start and end points. PR attainment.	HKD/LAA/KS3 Leads in English and Maths / JP/JB	Termly
Total budgeted cost					£77,902

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased attendance rates	R2L worker employed to monitor pupils and follow up quickly on truancies. First day response provision.	We cannot improve attainment for children if they are not actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	Thorough briefing of R2L support workers about existing absence issues with attendance lead. Reduced timetable integration programme to ensure students attend on a regular basis, building to full timetable, with liaison with Milton Keynes council. Letters about attendance to parents / guardians. PL to discuss attendance with parents / guardian and explore barriers. Pastoral support where necessary – mentoring.	Form tutors/PL/R2L year group link	Termly
All A2A (PP) students are able to access extracurricular activities	Subsidised trips, sporting and musical activities	Students are able to access a range of extracurricular activities to improve confidence, self-esteem and impact positively on behaviour.	Funding process in place. Access to funding through the impact funding requests. Tracking progress through implementation and feedback from staff making request. Monitor extracurricular registers, request feedback via pupil focus groups and surveys.	HLM / MSW/HKD HGA	Ongoing
A2A (PP) students have access to a range of essential equipment necessary for improving learning and progress	IT equipment for identified pupils to improve access to curriculum. Equipment for learning such as scientific calculators and mathematical equipment. Laptops provided to A2A (PP) students, all pupils have access to MS package via MS 365 via school.	Some students require IT equipment to access the curriculum. Government initiative to provide pupils with access to IT.	All students have access to a range of IT across the school which can be used within classrooms, Q Zone and the Excellence Learning Hub. Students now have access to IT at home. New requests are monitored.	HKD HGA	Ongoing

Raise aspirations of A2A (PP) group students	Engagement with parents to improve student aspirations. Visits to workplaces to get a better insight into different types of careers. A2A (PP) group and SEND careers options evening.	Raising aspirations will have a positive impact on narrowing the attainment gap. Students will have equitable life chances in terms of training, education and employment as their non PP counterparts.	Students to understand the academic and skill entry requirements for different careers. Students given opportunities to experience the workplace.	HKD / MSW PL Tutors	Summer 2024
Total budgeted cost					£20,912

5. Review of expenditure				
Previous Academic Year		2023/2024		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Close the gap for students	Intervention sessions run during form time once returned to school after Easter half term in year group bubbles, Y7,8 and 10	Interventions supported closing the gap for weaker groups of students either A2A (PP), SEND and non-PP students. Starting initially with Year 7, followed by Year 8 & 10. Good attendance across the year groups that attended. The alternative curriculum NCFE Functional skills Entry, Level 3 Math's students in year 10 students passed their first assessment. They now have one qualification to focus on English and ASDAN CoPE.	Continue session offer to all year groups, supported via PL and tutors. Attendance to be at 90% across the school. Measure for a correlation between attendance and improved PR data, start and end points in interventions. More of a focus on study skills intervention going forward. To train another ASDAN Cope lead facilitator.	£126,086.50
Improve literacy skills	Use of accelerated reader, parents and students had access to the system at home and were encouraged to read and engage with the programme during home learning.	There has been continued funding provided to support an online library. Moreover, AR was available online during home learning for parents to support their children with. Accelerated approach only had a few months to be used within the school environment, so an impact was not able to be monitored or assessed for its effectiveness.	To continue as significant improvement in progress across KS3. Continue to embed within the English Curriculum. Investigate the impact on other subject areas.	
Enable pupils to develop active listening skills, to develop pupils' understanding and use of information-based language scripts demanded by the secondary curriculum (i.e. instructional, explanatory, and argument). To Enable pupils to participate more effectively in paired / group discussion	Oracy CPD embedded within AIP.	There has been positive evidence base on the EEF for the approach, with meta-cognition being a critical development point over the academic year along with Magenta & Oracy.	The AIP is to use Microsoft Systems to support active listening initiatives going forward, initiative of improving active listening is still a school approach.	

Improve parental engagement to support study/revision at home	Extra parents evening during autumn term Parental revision sessions for year 11. Invested in an online parents evening system supported the engagement with parents during the global pandemic.	All parents' evenings were well attended via online parents evening system, to continue to use this going forward. Revision sessions popular and oversubscribed with parents and evaluated very positively.	Parent surveys provided positive feedback online parents evening and a positive close working relationships with the academy and parents. To continue and mixture of online and face to face parents evening or open evenings 2023-24 Parent workshops conducted during the lockdown period on study skills and revision support. Increase parent engagement to 90+% across the key stages. AIP focus is parental engagement and a vibrant community initiative.	
Improve exam preparedness	All A2A (PP) students given revision sessions within all subjects. All students had revision support in place. All A2A (PP) students provided classroom resources during the lockdown period in a click and collect initiative.	All student eligible for access arrangements had full arrangements in line with JCQ requirements. Start improving exam practice techniques early at KS3 in core areas.	To continue in 2023-24 approach of revision resources, equipment. Monitor the take up of the programmes and resources. Include study skills support for exam years. Publicise more via tutor system.	
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve outcomes for Achieve to Advance (PP) students across key stages	Targeted KS3 intervention programmes for students off track. Targeted interventions for year 10 and 11 students off track. Flight path for all critical year 11 students of track – regular mentor meeting to review progress and support. Pastoral support through R2L/PL/Form tutors/ SEND and support staff.	Students were targeted based on PR points throughout the year. Intervention weighted towards students with both SEND and A2A (PP) grouping. Attendance was good across year 7,8 and 10 need to strengthen the pastoral support through tutors.	Continue across all year groups. To improve pastoral support for A2A (PP) group's to attend. Recruited an additional member of R2L with who has a key focus on study support/ study HUB to start up again next year.	£2,541

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve attendance	R2L and PL focused on attendance – support for parents and students available. Processes in place for poor attendance.	Attendance in year 7 has consistently been at 94+%.	To continue to drive attendance at school and strengthen the pastoral roles for tutors. To monitor and communicate effectively with parents and students..	£13,371
Student able to access extracurricular activities	A range of subsidised activities for students – including trips, languages, catering, sport, drama and music	The school trip programme delivered a range of different trips for all year groups. Supported A2A (PP) students fund catering requirements, IT equipment needs in music so A2A (PP) can access appropriate software and equipment necessary for their course.	To continue, investigate linking some activities to raising attendance and improving behaviour. Monitor the use of equipment and catering needs so all students can access enrichment and activities of this nature.	£5,000
Raise aspirations of all students	A range of bespoke courses for students after school, with ambitions in STEM and alternative careers.	A2A (PP) and SEND pupils invited to small school to refocus and gain support	Reevaluate the need for bespoke courses and consider impact of enrichment/after school sessions.	

Add this box up to £20.912