

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	The Hazeley Academy
Number of pupils in school	1638
Proportion (%) of pupil premium eligible pupils	17.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023 - 2026
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Ms Toni Whiteman, Head of School
Pupil premium lead	Mr Glenn Attard
Governor / Trustee lead	Mr Ekkhard Thumm, Chair of governing board

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£224,910
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£224,910

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects. We aim to raise the attainment of disadvantaged students of all abilities so that it can make a significant impact on their education and lives beyond The Hazeley Academy.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, who have been allocated a social worker and our young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the Tutoring Programme for students whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- ensure disadvantaged students are challenged in the work that they're set,
- act early to intervene at the point need is identified,
- adopt a whole school approach in which all staff take responsibility for disadvantaged student's outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Our observation that the prior attainment of our disadvantaged students coming into the academy in year 7, particularly in numeracy and literacy skills is lower. This can prevent students from making progress across the KS3.
2	There is a degree of gaps in the knowledge for all students, this has been exacerbated for Year 7 and Year 8 pupils as above there is already prior attainment gaps in numeracy and literacy.
3	The Academy has a high number of pupils with Education, Health and Care plans across the Milton Keynes area. Some of these pupils are also disadvantaged. Currently we have 34 pupils on role.
4	Our assessments indicate that are disadvantaged high ability boys in exam group are highlighted as a concern. Boys (19) P8 (FOG) -1.13 Low ability currently at P8 -0.60 However, we will monitor low, middle and high ability groups due to the impacts of the global pandemic.
5	Our assessments (including staff, parent and pupil surveys), observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.  Teacher and parent concerns around mental health of students and requests for support markedly increased. This does not account for the concerns raised regarding Mental Health, therefore the need for interventions and support continue to increase.
6	Out attendance target for all students is 96%. Our attendance data for 2022 – 23 is YEAR 7 91.53%, YEAR 8 87.77%, YEAR 9 90.54%,

	<p>YEAR 10 85.44%, YEAR 11 86.70% (below the target for all children of 96%).</p> <p>This reduces their school-based learning hours and causes them to fall behind on average.</p> <p>Our assessments and observations indicate that absenteeism can negatively impact disadvantaged student' progress.</p>
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## 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
Disadvantage students demonstrate improving progress that is at least in line with the National Average non-disadvantaged pupils.	<p>By the end of our current plan in 2023 - 2024, the progress 8 measure for disadvantaged pupils is at least 0 by August 2024.</p> <p>2023/24 KS4 outcomes demonstrate that disadvantaged students achieve:</p> <ul style="list-style-type: none"> <li>• an average Attainment 8 score of 47 by August 2024</li> <li>• a percentage of Grade 5+ in English and Maths to secure 46% by August 2024</li> <li>• an EBacc Progress 8 score of 0.2 by August 2024</li> <li>• other areas to secure Progress 8 at 0.2 by August 2024</li> </ul>
Improved rates of progress for current cohort of year 11 disadvantages and SEND students identified as most of track.	Barriers to learning for all critical PP and SEND students identified individual flight paths and personalised mentoring and intervention in place.
Demonstrable improvement in the attainment and progress of PP students in mathematics in year 11.	Progress 8 measure in mathematics for disadvantaged students is at least 0.2 in summer 2024. The attainment 8 measure for these students in mathematics is in line with national average for other students nationally.
Improved reading comprehension, literacy skills among disadvantaged pupils across KS3.	Pupils 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. The impact of improved literacy skills should be evident cross-curriculum at PR points and noticeable in intervention monitoring.
Improved metacognitive and	Teacher reports and class observations suggest disadvantaged students are more able to monitor and regulate their

<p>self-regulatory skills among disadvantaged pupils across all subjects.</p>	<p>own learning. This finding is supported by homework completion rates across all classes and subjects.</p>
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Reduce the number of persistent absentees (PA) among disadvantaged students. Overall attendance for disadvantaged students improves from 88.64% (Key stage 3 and 4) to above 96% in line with 'other' student and school target.</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

Budgeted cost: **£126,086,50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reduced class sizes in English and Maths whole school.</p> <p>Increase staffing to allow this to take place.</p>	<p>Evidence on providing feedback from the (EEF) states it has low impact for initial high cost. However, there is limited evidence at present in the UK.</p> <p>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. This strategy has been used for several years and been effective for the academy thus far.</p>	<p>1, 2, 3</p>
<p>To improve reading and comprehension across KS3 through the Accelerated Reader programme.</p> <p>Continue subscription to Accelerated Reader programme for Year 7,8 and 9 students.</p> <p>Promote whole school reading and oracy through English and DEAR initiatives</p>	<p>EEF identifies reading comprehension programmes as high impact, low cost initiative. <a href="https://www.educationendowmentfoundation.org.uk">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p> <p>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></p>	<p>1, 2, 3</p>
<p>Students to take greater responsibility for their own learning and achievement.</p>	<p>EEF state that Metacognition and self-regulation has a very high im-</p>	<p>2, 3, 4, 5</p>

<p>Metacognition and self-regulation approaches - adopting an inquiry approach within classrooms.</p>	<p>Impact and low cost for lower achieving older students based on extensive evidence. 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 Students Personal Pedagogy.</p> <p><a href="https://www.eef.org.uk">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a></p>	
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## Targeted academic support

Budgeted cost: **£77,902**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improved year 7 and 8 literacy progress.</p> <p>Targeted small group for students making less than expected progress. Support during registration.</p>	<p>The EEF state that oral language approaches such as targeted reading aloud and book discussion, purposeful, curriculum focused, dialogue and interactions have a very high impact for a very low cost based on extensive research. However, more evidence related to impact for intervention is being collated.</p> <p><a href="https://www.eef.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2</p>

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

Budgeted cost: **£20,912**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increased attendance rates.</p>	<p>We cannot improve attainment for children if they are not actually attending school. NfER briefing for school leaders</p>	<p>6</p>

<p>R2L worker employed to monitor pupils and follow up quickly on truanancies. First day response provision.</p>	<p>identifies addressing attendance as a key step.</p> <p>The EEF state that mentoring has a low impact for moderate cost, However this initiative encompasses parental engagement. Social and emotional support, reductions in timetable and pastoral support, all of which have impacted the students within our academy. <a href="https://www.educationendowmentfoundation.org.uk/teaching-and-learning-toolkit">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>All disadvantaged students can access extracurricular activities. Subsidises trips, sporting and musical activities enabling students to access a range of extracurricular activities to build confidence and self-esteem and impacts on positive attendance and behaviour.</p>	<p>The EEF advise that with Aspirational interventions there is an unclear impact for very low cost based or insufficient evidence.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/aspiration-interventions">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>However, supporting these initiatives supports the Academy vision of developing character, creativity that provides all students with opportunity. There has been a lot of discussion within the media about support pupils to access extra curricula activities they would not necessarily have access to.</p>	<p>5, 6</p>

**Total budgeted cost:** £224,940



## 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.

We have seen significant improvements in the performance of our disadvantaged student outcomes in comparison to their non-disadvantaged peer group in 2022 and 2023 (see performance outcomes given below). The gap for the disadvantaged students appears to have closed significantly. This was a key focus area for the Academy last year and is a significant achievement. The disadvantaged P8 score was - 0.47

#### Performance Outcomes 2023

Groups	Student numbers	% of cohort
Girls	112	46.3
Boys	130	53.7%
Disadvantaged	37	15.3%
Other	205	84.7%

Groups	Student numbers	% of cohort
High Disadvantaged	3	1.2%
Middle Disadvantaged	23	9.5%
Low Disadvantaged	10	4.1%

Groups	Student numbers	% of cohort
Blank	18	7.4%
Low	35	14.5%
Middle	140	57.9%
High	49	20.2%

Groups	Student Numbers	% of Cohort
Boys Disadvantaged	19	7.9%
Girls Disadvantaged	18	7.4%
Basics 4+ and 5+		

All	241 Students			
	4+	4+%	5+	5+%
English	195	80.6%	151	62.4%
Maths	191	78.9%	133	55.0%
Basics	177	73.1%	118	48.8%

Disadvantaged	41 Students			
	4+	4+%	5+	5+%
English	25	67.6%	16	43.2%
Maths	25	67.6%	13	35.1%
Basics	22	59.5%	11	29.7%
Progress 8 by interest Group				
Groups	Students	A8		P8
Girls	112	49.43		0.14
Boys	130	45.55		0.01
Disadvantaged	37	38.48		-0.47
Other	205	48.94		0.17
Progress 8 by Buckets				
All	242 students			
	A8		P8	
English	10.00		0.01	
Maths	9.83		0.29	
Ebacc	13.75		0.11	
Open	13.77		-0.08	
Disadvantaged 37 Students				
	A8		P8	
English	8.11		-0.61	
Maths	7.95		-0.23	
Ebacc	11.43		-0.31	
Open	10.99		- 0.70	
Other 205 Students				
	A8		P8	
English	10.34		0.13	
Maths	10.17		0.39	
Ebacc	14.17		0.19	
Open	14.27		0.03	
Attendance amongst disadvantaged students and the whole school has been sporadic. Attendance in year 7 has consistently been at 94+%.				
Our assessments determined that our disadvantaged students amongst other vulnerable groups were impacted in terms of progress and learning, therefore funding has been provided for targeted interventions.				

## Externally provided programmes

Programme	Provider
Unifrog	
Accelerated reader	
Educake	
Massolit	
Ruth Miskin Fresh Start Phonics	

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	

## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for students particularly disadvantaged students.
- ensuring students understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of student anxiety.
- utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged students.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for students.