

Hazelwood Schools

Pupil Premium Strategy Statement



This statement details our schools' use of Pupil 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 effect that last year's spending of Pupil Premium had within our schools.

This Pupil Premium Strategy has been updated in September 2025 to reflect changes to cohort numbers and need. It still forms part of a three-year strategy.

School Overview

Detail	Data
School name	Hazelwood Schools
Number of pupils in school (including Nursery) <i>data accurate as of 18th September from Arbor</i>	Total: 690 315 Infant School 375 Junior School
Proportion (%) of pupil premium eligible pupils <i>data accurate as of 18th September from Arbor</i>	Total: 123 (18%) 48 Infant pupils (15%) 75 Junior pupils (20%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25, 2025-26 & 2026-27
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Josh Newham Headteacher
Pupil Premium lead	Nicole Gardiner
Governor lead	David MacBrayne

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£186,345 * <i>*based on number of pupils and allocated funding</i>
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£186,345

Part A: Pupil Premium Strategy Plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. 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.

Our key objective in using the Pupil Premium Grant is to diminish the differences between pupil groups. As a school, we consistently track all groups of pupils to ensure that they make good or better progress.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and/or are 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.

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 pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' 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	Attendance This remains a concern nationally and at Hazelwood. Our monitoring over time indicates that attendance among our Pupil Premium (PP) children is lower than for our non-PP children, and persistent absences are higher among our disadvantaged than non-disadvantaged. It is caused by a range of factors but negatively impacts their attainment and progress.
2	Low starting points A number of disadvantaged pupils enter the school with lower literacy, communication, and language skills than their peers, which affects attainment across other areas of the curriculum in EYFS, KS1, and KS2.
3	End of KS2 outcomes for combined Assessments and monitoring show that the attainment of disadvantaged pupils is below that of non-disadvantaged at the Expected Standards and the Greater Depth Standard.
4	Barriers to learning We have an increase in causal admissions starting school who are new to English. Our class context sheets show that high proportions of our PP children are also EAL and/or are children with SEND.
5	Pupil well-being and behaviour Data shows an increase in wellbeing concerns, poor mental health and safeguarding concerns. Over time, there has been an increase in behaviour incidences and risks of exclusion.
6	Enrichment Some of our PP children can lack wider richer opportunities outside of school. Our challenge is to ensure that all our children have the same opportunities at school. Funding contributions for trips, enrichment, residentials & workshops is a challenge.
7	Engagement with families Some families/groups are becoming harder to reach and engage with, which can negatively impact their children's attainment and limit their progress.

Intended Outcomes

This explains the outcomes we aim for by the end of our current Strategy Plan and how we will measure whether they have been achieved.

Intended outcome	Success Criteria
Attendance of Pupil Premium (PP) children is improved.	- Attendance data for Pupil Premium (PP) children, including Persistent Absence (PA), is better than National Primary Schools Data. - Attendance data improves year on year. - The gap between PP and non-PP attendance data, including PA, narrows.
EYFS outcomes are in line with the national average for Good Level of Development (GLD).	- PP children make accelerated progress, and the gap between them and non-PP narrows. - End-of-year data shows PP children are in line with national data for EYFS.
Language skills (oral & written) are improved across the curriculum for PP children.	- Evidence of improvement is seen in learning walks, book-looks, reviews and pupil voice. - PP children are able to express themselves clearly in full sentences using a wider range of vocabulary. - Children are able to use subject-specific vocabulary accurately. - Assessments show an improvement in PP children's vocabulary and language skills.
Y1 Phonics check attainment for PP children is above the national average.	- Early identification and interventions in place. - Improved percentage of PP children passing phonic screening.
The Y6 and Y2 end-of-year combined attainment (Reading, Writing, and Maths) for PP children has improved.	- Y2 & Y6 combined data for PP children is in line with the national averages for the Expected Standard (EXS) and the Greater Depth Standard (GDS). - Writing data is improved across the school. - Writing across the curriculum is of a high standard. - Interventions are targeted at PP children and are effective.
PP children achieve the EXS and make good progress across the whole school.	- The attainment gap is narrowing between PP and non-PP. - PP are making accelerated progress between Check Points.
Approaches to teaching and learning are consistent and effective and lead to good outcomes for PP children.	- Professional Development is relevant, timely and robust, leading to good outcomes for pupils. - Monitoring shows that approaches to teaching and learning are consistent and effective.
Parent consultations, workshops, and curriculum information sessions are well attended by parents/carers of PP pupils.	- A greater number of our harder-to-reach parents and families are engaged in school life. - Improvement in communication to PP parents/cares (including EAL). - Staff work closely with PP parents/families and have strong relationships. - Follow-up meetings are arranged for PP families who do not attend.
PP children access additional provisions in line with, or greater than, non-PP children.	- PP children attend clubs and activities in line with non-PP children. - Hazelwood funds clubs for PP children.

Improved well-being and mental health for all pupils in our school, particularly our PP children, is achieved and sustained.	● A range of support is available, including access to the learning mentor, positive starts ● Parents/carers surveys show parents/carers believe their child is well supported and happy ● Reduction in behaviour incidents. ● Fewer exclusions. ● Leuven Scales data shows an improvement across the year in terms of wellbeing and engagement. ● Mental Health and Well-being are woven throughout our curriculum.
Enrichment opportunities are accessible to all our PP children for their personal development.	● Increase in the number of PP children accessing enrichment activities, opportunities and experiences. ● PP children attend trips, workshops and residential. ● PP children are proactively selected for a range of academic enrichment.

Activity in This Academic Year (2025-2026)

This details how we intend to spend our Pupil Premium (and recovery premium funding) **this academic year** to address the challenges listed above.

High Quality Teaching (e.g. CPD, Support for ECTs, recruitment and retention)

Budgeted cost: **£49,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Purchased Little Wandle resources and fund ongoing teacher & support staff training and release time. £3,500	EEF Phonics +5 months Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils	2, 3, 4
Purchase of standardised diagnostic (NFER) Assessments. Training for staff to ensure assessments are interpreted and administered correctly. £3,500	EEF Feedback through testing +6 month Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. Evidence based Education - Evidence review Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments.	2,3,4
Purchase of Star Reader to identify reading levels of all children from Year 2 – Year 6. Purchase of Accelerated Reader (AR) to support the lower 20% Readers identified by Star Reader to diagnose gaps and improve comprehension. Training for staff to ensure assessments are interpreted and administered correctly. £3,500	EEF Feedback through testing +6 month Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. Evidence based Education - Evidence review Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments.	2, 3, 4

Curriculum Development Release for half termly Deep Dives/Curriculum Reviews £6,500 Purchase of subject subscriptions for access to resources and assessment material £4,500	Evidence based Education - Evidence review Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments.	2,3,4
Teachers (Subject Leaders, Year Group Leaders and Middle leaders) released to raise standards in Teaching and Learning, access training & professional development £7,000	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics & Literacy, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) The EEF guidance is based on a range of the best available evidence: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths Improving Mathematics in Key Stages 2 and 3 Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)	2, 3, 4
Senior Leadership training/course (NPQ SEN) for 1 member of staff £1,000	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Tiered model and menu of approaches 1.0 pdf.pdf (d2tic4wvo1iusb.cloudfront.net)	2, 3, 4
New for 2025-2026 NPQH course for 3 staff members £3000	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Tiered model and menu of approaches 1.0 pdf.pdf (d2tic4wvo1iusb.cloudfront.net)	2,3,4
Training and professional development for staff at all levels including purchase of key resources £7,500	The EEF's ' Effective Professional Development ' guidance report offers support in designing and delivering PD and selecting external PD. Based on our experiences and those of similar schools to ours, we have identified that staff CPD is crucial for supporting our staff at all levels. We have bought into Haringey Education Partnership (HEP) to support our CPD and leadership. We have also bought into the EYFS Local Authority support package. Purple Mash; White Rose; WalkThrus; HEP resources	2, 3, 4, 5, 6
Coaching and Mentoring Employment of ECTs (3 in 2024 and 2 in 2023), and the training of FIPC students means continued support and release as well	A common form of support for teacher professional development is mentoring and/or coaching, particularly for Early Career Teachers (ECTs). We carefully considered the mechanisms, e.g. whether we are going to be adopting a mentoring or coaching approach. For the 2024-2025 academic year, we have moved from Ambition to UCL, partnered with HEP for delivery of the	2, 3, 4, 5

as mentoring courses for leaders. £6,500	ECT programme. We chose this provider as we feel the quality of the training programme will better suit our needs as a school and aligns more closely with our coaching methods. The EEF guidance on 'Effective Professional Development' is accompanied by a poster to help consider the ' Effective Mechanisms of PD ' - i.e. what are the essential elements that make mentoring or coaching more likely to be effective.	
Purchasing of a range of diverse texts to support learning for all. £2,500	In order to continue our drive to engage children with reading and promote a love of reading, we wish to purchase a range of texts to support our curriculum delivery. Additionally, increasing the diversity of texts within our reading spine will enable children to 'see themselves' throughout our curriculum. Finally, further AR books are needed to support our lower 20% of readers, many of whom are from disadvantaged families.	2, 3, 5, 7,

Targeted Academic Support (e.g. tutoring, one-to-one support structured interventions)

Budgeted cost: **£66,945**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuation of the tutoring programme based on the previously funded school-led tutoring. Delivered by highly skilled HLTAs before or after school. £7,500	EEF Small Group Tuition +4 months Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	2, 3, 4,
Deputy Headteachers deployed to downsize in Reading, Phonics and Maths across the school £18,000	EEF Reduce Class sizes +2 months As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.	2, 3, 4
New for 2025-2026 Number Stacks Intervention Purchase of Resources and staff time /release for training £400 Resources £6,500 Staff time/release	EEF Small Group Tuition +4 months Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind but can be used to support others.	2, 3, 4
Early Interventions	EEF Oral Language Intervention +6 months	2, 3, 4

iCan and Talk Boost interventions £250 resources £6,500 staff time / release	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading	
Catch up Interventions across the school £6,195	<u>EEF Small Group Tuition +4 months</u> Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind but can be used to support others.	2, 3, 4
Music Tuition £3,900	<u>EEF Arts Participation +3 months</u> Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task.	6, 7
Gross Motor Skills 'Happy Feet' £9,000	<u>EEF Teaching Assistant Interventions +4 months</u> Teaching assistants' duties can vary widely, but they are generally deployed in two ways; to support the teacher in the general classroom environment, or to provide targeted interventions, which are often delivered out-of-class. The role can also include administrative support.	2,4,
Tim's Group (SaL) £9,000	<u>EEF Oral Language Intervention +6 months</u> There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on attainment.	2,4,

Wider Strategies (e.g. related to attendance, behaviour, wellbeing)

Budgeted cost: **£70,100**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a full time Learning Mentor who is also on the Safeguarding Team £8,500	EEF Metacognition and self-regulation +7 months EEF Social & Emotional Learning +4 months Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self- management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	1, 5, 6, 7
Embedding principles of good practice set out in the DfE's ' Improving School Attendance Advice ' This involves training and release time for staff to implement new procedures and to improve attendance. £6,000	Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	1, 2, 3, 4, 5, 7
Parental workshops for curriculum areas and support. Release time for teachers to lead workshops £1,000	EEF Parental engagement +4 months Parental engagement refers to staff and schools involving parents in supporting their children's academic learning and understanding the impact of absence on a child's attainment and progress.	2, 3, 4, 7
Emergency / Relief Access to Breakfast Club and After School Club £2,500	EEF +2 months We are aware that some families need support with attending and funding breakfast and after school club for families on low income. Over 20% of the spaces available are already allocated to disadvantaged families. There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance. Supporting resources: The EEF has independently evaluated the Magic Breakfast programme .	1, 7
Access to Foundation Sports/holiday club £2,000	EEF Aspiration Interventions +0 months EEF Physical Activity +1 month Physical activity refers to approaches that engage pupils in sports, dance, or any kind of physical exercise. This might be through organised after school activities or a programme organised by a local sporting club or association. Sometimes sporting activity is used as a means to encourage young people to engage in additional learning activities, such as football training at a local football club combined with study skills, ICT, literacy, or mathematics lessons. Physical activity has important benefits in terms of health, wellbeing and physical development.	5,6,7

Access to internal & external clubs £6,500	EEF Aspiration Interventions +0 months EEF Physical Activity +1 month Physical activity refers to approaches that engage pupils in sports, dance, or any kind of physical exercise. This might be through organised after school activities or a programme organised by a local sporting club or association. Sometimes sporting activity is used as a means to encourage young people to engage in additional learning activities, such as football training at a local football club combined with study skills, ICT, literacy, or mathematics lessons. Physical activity has important benefits in terms of health, wellbeing and physical development. Approximately 15-20% of places available are allocated to disadvantaged families.	5, 6, 7
New for 2025-2026 Provide cooking club for children to access (cost of staff) Access to cooking club for PP chd Resourcing cooking club / lessons throughout the year £8,000	Arts participation +3 months Arts participation is defined as involvement in artistic and creative activities. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task. Participation may be organised as regular weekly or monthly activities, or more intensive programmes such as summer schools or residential courses. 5 places in the cooking club are allocated to pupil premium free of charge	
Uniform, sports kits and other resources £1,000	EEF School Uniform +0 months We believe that all our children should all wear our Hazelwood uniform/kits so that they have strong sense of belonging and pride.	5, 7
School is able to support parents unable to contribute for trips, enrichment opportunities, residential and workshops due to the cost of living crisis £7,000	We are aware of the cost of living crisis impacting the lives of so many families in our Hazelwood community. School expenditure has also increased resulting in a lack of money to fund trips, enrichment opportunities, residential and workshops. Pupil Premium funding will enable us to support the continuation of these important educational opportunities.	5, 6, 7
Access to the Orchard (sensory room to support positive starts to school) and the Hub (Breakout spaces) £5,500	EEF Metacognition and self-regulation +7 months Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self -management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	1, 4, 5, 7
Contribution to the Enfield Town Schools' Partnership	We are aware that some of our children need to be provided with enrichment opportunities such as healthy	1, 5, 6, 7,

(ETSP) enrichment programme £2000	competition, debating, access to social skills and different life-skills.	
Forest School Programme (total cost is £13.5k) £5,000	EEF Social & Emotional Learning +4 months EEF Physical Activity +1 month Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self- management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	1, 2, 3, 4, 5, 6
Support for our highest need children (SEND) to access opportunities to develop their independence and basic life skills £3,000	Many of our highest needs children are from disadvantaged families and have not had the opportunities to develop their independence and basic life skills. Allocating some Pupil Premium funding will enable us to support families in developing these skills by organising trips and various experiences for the children.	2, 4, 6,
Enhance our music provision by paying for additional Enfield Music Service EMS enrichment programmes (top up the grant) £600	Music at Hazelwood is a huge part of our children's learning. Giving the children additional opportunities to take part in whole class / whole year group music activities such as the partnership festivals and whole class musical instrument learning will enhance their wider opportunities and support their creativity.	1, 5, 6, 7,
New for 2025-2026 Attendance at live performance from an orchestra/band £400	Music at Hazelwood is a huge part of our children's learning. Giving the children additional opportunities to attend live performance will enhance their wider opportunities and support their creativity.	1, 5, 6, 7,
ESOL classes provided by Barnet and Southgate College for parents who are new to English £600	EEF Parental Engagement +4 months Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes: approaches and programmes which aim to develop parental skills such as literacy or IT skills	1, 2, 3, 7
Visiting Author to inspire a love of reading and writing £1,000	Meeting a real live author can increase children's interest in books, help them understand how books are produced and boost the confidence of any aspiring writers. Allocation of Pupil Premium funding towards this will enable children to meet a real author and gain inspiration.	2, 3, 6
Community Action Plan £1,500	EEF Aspiration Interventions +0 months The Community Action Plan has been written as part of the Personal Development Curriculum with the aim to connect our children to their local community and allow them to see their place in it. It allows them to have a positive impact on their community whilst raising self-esteem and aspirations through exposure to different experiences. In addition, children are able to demonstrate our values in the real world and understand the impact they can have as a responsible citizen.	5, 6, 7

Focus Weeks £4,000	We aim to enhance the lives of our children by providing them with varied experiences throughout our curriculum. Focus Days and Weeks are held throughout the year, aiming to enhance our curriculum and give experiences that disadvantaged children may not usually experience.	1, 5, 6, 8
Contingency fund for acute issues. £4,000	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. In 2024 and 2025, our PPA families were offered a range of opportunities e.g. Zippos Circus family tickets.	All

Total budgeted cost: £186,345

Part B: Review of Outcomes in the Previous Academic Year 2024-2025

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Attendance levels and persistent absence levels improve	Hazelwood’s attendance data has improved for both Infant and Junior Schools. We are above the Primary School national average of 94.8% for Non-PP and above the Primary School Pupil Premium National Average of 92.1%. Attendance Data <table><tr><th>Infants</th><th>Non-PP</th><th>PP</th></tr><tr><td>2021-22</td><td>93.4%</td><td>90.7%</td></tr><tr><td>2022-23</td><td>93.3%</td><td>89.0%</td></tr><tr><td>2023-24</td><td>95.4%</td><td>93.3%</td></tr><tr><td>2024-25</td><td>95.2%</td><td>93.6%</td></tr></table> <table><tr><th>Juniors</th><th>Non-PP</th><th>PP</th></tr><tr><td>2021-22</td><td>94.3%</td><td>93.0%</td></tr><tr><td>2022-23</td><td>94.1%</td><td>91.6%</td></tr><tr><td>2023-24</td><td>95.3%</td><td>93.7%</td></tr><tr><td>2024-25</td><td>95.8%</td><td>94.3%</td></tr></table> Figures for Persistent Absences (PA) have also improved over the three years. We are below the Primary School national average of 13.5% for both Non- PP and PP in both Infant and Junior Schools. Persistent Absence Data <table><tr><th>Infants</th><th>Non-PP</th><th>PP</th></tr><tr><td>2021-22</td><td>11.4%</td><td>25.0%</td></tr><tr><td>2022-23</td><td>10.7%</td><td>38.9%</td></tr><tr><td>2023-24</td><td>9.2%</td><td>16.0%</td></tr><tr><td>2024-25</td><td>10.4%</td><td>10.3%</td></tr></table> <table><tr><th>Juniors</th><th>Non-PP</th><th>PP</th></tr><tr><td>2021-22</td><td>14.3%</td><td>22.3%</td></tr><tr><td>2022-23</td><td>12.1%</td><td>25.0%</td></tr><tr><td>2023-24</td><td>9.0%</td><td>16.9%</td></tr><tr><td>2024-25</td><td>7.8%</td><td>16.5%</td></tr></table>	Infants	Non-PP	PP	2021-22	93.4%	90.7%	2022-23	93.3%	89.0%	2023-24	95.4%	93.3%	2024-25	95.2%	93.6%	Juniors	Non-PP	PP	2021-22	94.3%	93.0%	2022-23	94.1%	91.6%	2023-24	95.3%	93.7%	2024-25	95.8%	94.3%	Infants	Non-PP	PP	2021-22	11.4%	25.0%	2022-23	10.7%	38.9%	2023-24	9.2%	16.0%	2024-25	10.4%	10.3%	Juniors	Non-PP	PP	2021-22	14.3%	22.3%	2022-23	12.1%	25.0%	2023-24	9.0%	16.9%	2024-25	7.8%	16.5%																																																
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Y6 & Y2 combined attainment (Reading, Writing and Maths) is above the national averages for the Expected Standard (EXS) and Greater Depth (GDS).	2025 KS2 SATs Results for All children: <table><tr><th rowspan="2">Subject</th><th rowspan="2">Level</th><th colspan="2">Hazelwood Junior School (2039)</th><th colspan="2">Local Authority - Enfield</th><th colspan="2">NCER National</th></tr><tr><th>Value</th><th>Gap</th><th>Value</th><th>Gap</th><th>Value</th><th>Gap</th></tr><tr><td>Reading (test), Writing (TA) & Maths (test)</td><td>≥EXS/Exp.Std.</td><td>68.2%</td><td></td><td>67.4%</td><td>+0.8%</td><td>62.2%</td><td>+6.0%</td></tr><tr><td></td><td>GDS/High Score</td><td>20.5%</td><td></td><td>11.6%</td><td>+8.9%</td><td>8.4%</td><td>+12.1%</td></tr></table> 2025 KS2 SATs Results for Pupil Premium (23 Pupils): <table><tr><th rowspan="2">Subject</th><th rowspan="2">Level</th><th colspan="2">Hazelwood Junior School (2039)</th><th colspan="2">Local Authority - Enfield</th><th colspan="2">NCER National</th></tr><tr><th>Value</th><th>Gap</th><th>Value</th><th>Gap</th><th>Value</th><th>Gap</th></tr><tr><td>Reading (test), Writing (TA) & Maths (test)</td><td>≥EXS/Exp.Std.</td><td>52.4%</td><td></td><td>58.6%</td><td>-6.2%</td><td>47.4%</td><td>+5.0%</td></tr><tr><td></td><td>GDS/High Score</td><td>9.5%</td><td></td><td>6.2%</td><td>+3.3%</td><td>3.5%</td><td>+6.0%</td></tr><tr><td>Reading</td><td>≥Exp.Std.</td><td>61.9%</td><td></td><td>70.1%</td><td>-8.2%</td><td>63.2%</td><td>-1.3%</td></tr><tr><td></td><td>High Score</td><td>33.3%</td><td></td><td>26.0%</td><td>+7.3%</td><td>21.2%</td><td>+12.1%</td></tr><tr><td>Writing (TA)</td><td>≥EXS</td><td>71.4%</td><td></td><td>68.7%</td><td>+2.7%</td><td>59.5%</td><td>+11.9%</td></tr><tr><td></td><td>GDS</td><td>19.0%</td><td></td><td>10.9%</td><td>+8.1%</td><td>6.6%</td><td>+12.4%</td></tr><tr><td>Maths (test)</td><td>≥Exp.Std.</td><td>66.7%</td><td></td><td>70.8%</td><td>-4.1%</td><td>60.5%</td><td>+6.2%</td></tr><tr><td></td><td>High Score</td><td>23.8%</td><td></td><td>19.5%</td><td>+4.3%</td><td>15.0%</td><td>+8.8%</td></tr></table>	Subject	Level	Hazelwood Junior School (2039)		Local Authority - Enfield		NCER National		Value	Gap	Value	Gap	Value	Gap	Reading (test), Writing (TA) & Maths (test)	≥EXS/Exp.Std.	68.2%		67.4%	+0.8%	62.2%	+6.0%		GDS/High Score	20.5%		11.6%	+8.9%	8.4%	+12.1%	Subject	Level	Hazelwood Junior School (2039)		Local Authority - Enfield		NCER National		Value	Gap	Value	Gap	Value	Gap	Reading (test), Writing (TA) & Maths (test)	≥EXS/Exp.Std.	52.4%		58.6%	-6.2%	47.4%	+5.0%		GDS/High Score	9.5%		6.2%	+3.3%	3.5%	+6.0%	Reading	≥Exp.Std.	61.9%		70.1%	-8.2%	63.2%	-1.3%		High Score	33.3%		26.0%	+7.3%	21.2%	+12.1%	Writing (TA)	≥EXS	71.4%		68.7%	+2.7%	59.5%	+11.9%		GDS	19.0%		10.9%	+8.1%	6.6%	+12.4%	Maths (test)	≥Exp.Std.	66.7%		70.8%	-4.1%	60.5%	+6.2%		High Score	23.8%		19.5%	+4.3%	15.0%	+8.8%
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KS2 Expected Standard (EXS):

A higher percentage of our whole cohort of children taking the KS2 SATs tests reached EXS for 'Combined' compared with the Local Authority (LA) and National data. However, although Pupil Premium (PP) children were above the National Average in everything except reading, combined levels were below LA ones. This will need to remain a focus on the next three-year plan.

KS2 Greater Depth Standard (GDS):

Results for the whole cohort at GDS were above National data. This year there was an improvement in the number of PP children reaching greater depth with them being above both National and LA data in all areas.

2025 KS1 SATs - Attainment of All Children

Subject	Level	Hazelwood Infant School (2040)		Local Authority - Enfield		NCER National	
		Value		Value	Gap	Value	Gap
Reading	≥EXS	79.8%		71.5%	+8.3%	71.7%	+8.1%
	GDS	28.6%		19.9%	+8.7%	19.3%	+9.3%
Writing	≥EXS	69.7%		65.6%	+4.1%	64.2%	+5.5%
	GDS	10.9%		10.1%	+0.8%	9.7%	+1.2%
Maths	≥EXS	75.6%		72.2%	+3.4%	73.0%	+2.6%
	GDS	24.4%		17.7%	+6.7%	17.3%	+7.1%

2025 KS1 data shows Hazelwood was above National and LA in Reading, Writing and Maths – an improvement on last year.

2025 KS1 SATs - Attainment of PP Children (23 children)

Subject	Level	Hazelwood Infant School (2040)		Local Authority - Enfield		NCER National	
		Value		Value	Gap	Value	Gap
Reading	≥EXS	73.9%		65.8%	+8.1%	58.8%	+15.1%
	GDS	8.7%		13.5%	-4.8%	10.0%	-1.3%
Writing	≥EXS	56.5%		59.0%	-2.5%	50.0%	+6.5%
	GDS	4.3%		8.1%	-3.8%	4.4%	-0.1%
Maths	≥EXS	65.2%		66.7%	-1.5%	59.8%	+5.4%
	GDS	8.7%		12.2%	-3.5%	8.7%	0.0%

PP children achieve significantly better in all subjects at EXS compared to National and in Reading compared with LA. Note that 83% of the PP children are also EAL; 13% of the PP are also SEND.

2025 KS1 SATs - Trend for PP Children (23 children)

Reading ≥ EXS	25	61.1%	45.5%	61.9%	76.0%	
			+7.0% pts	+16.4% pts	+14.1% pts	
Writing ≥ EXS	25	57.2%	54.5%	57.1%	60.0%	
			+16.0% pts	+2.6% pts	+2.9% pts	
Maths ≥ EXS	25	69.1%	72.7%	66.7%	68.0%	
			+34.2% pts	-6.0% pts	+1.3% pts	
RWM ≥ EXS	25	51.2%	36.4%	57.1%	60.0%	
			-2.1% pts	+20.7% pts	+2.9% pts	

PP children in 2024 achieved better than the previous year for in all areas. There has been a continuous upwards trajectory in Reading and Writing since 2022.

Y6 progress is at least good in Reading, Writing and Maths.	As there were no KS1 statutory tests for this cohort due to Covid, we do not have published data relating to progress. Expected progress over the four years would be 0 points. The table below shows our Y6 PP children exceeded this (accelerated progress is 1) especially compared to their non-PP peers. <table><tr><th>Progress</th><th>Reading</th><th>Writing</th><th>Maths</th></tr><tr><td>PP</td><td>1.06</td><td>1.31</td><td>1.06</td></tr><tr><td>Non-PP</td><td>0.79</td><td>0.74</td><td>0.98</td></tr></table>	Progress	Reading	Writing	Maths	PP	1.06	1.31	1.06	Non-PP	0.79	0.74	0.98																														
Progress	Reading	Writing	Maths																																								
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Y1 Phonics check attainment is above the national averages	<table><tr><th colspan="4">Year 1 Phonics</th></tr><tr><th></th><th>2023</th><th>2024</th><th>2025</th></tr><tr><td>Hazelwood</td><td>80%</td><td>87%</td><td>86%</td></tr><tr><td>National</td><td>79%</td><td>80%</td><td>80%</td></tr><tr><td>LA</td><td>81%</td><td>81%</td><td>81%</td></tr></table> <table><tr><th colspan="2">Year 1 Phonics Groups 2025</th></tr><tr><th></th><th>Hazelwood</th></tr><tr><td>PP (10)</td><td>40%</td></tr></table> <table><tr><th colspan="4">Year 2 Phonics</th></tr><tr><th></th><th>2023</th><th>2024</th><th>2025</th></tr><tr><td>Hazelwood</td><td>81%</td><td>89%</td><td>97%</td></tr><tr><td>National</td><td>79%</td><td>89%</td><td>91%</td></tr></table> Hazelwood children performed better than National and LA. PP did less well than the national average. However, it is worth noting that 91% of the PP children were also EAL and 45% had SEND. All PP children had additional barriers to overcome.	Year 1 Phonics					2023	2024	2025	Hazelwood	80%	87%	86%	National	79%	80%	80%	LA	81%	81%	81%	Year 1 Phonics Groups 2025			Hazelwood	PP (10)	40%	Year 2 Phonics					2023	2024	2025	Hazelwood	81%	89%	97%	National	79%	89%	91%
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EYFS data is at national average for GLD	<table><tr><th colspan="4">Reception: Good Level of Development (GLD)</th></tr><tr><th></th><th>2023</th><th>2024</th><th>2025</th></tr><tr><td>Hazelwood</td><td>66%</td><td>71%</td><td>66%</td></tr><tr><td>National</td><td>67%</td><td>68%</td><td>68%</td></tr><tr><td>LA</td><td>65%</td><td>68%</td><td>69%</td></tr></table> Hazelwood children start Reception significantly below the national level at Baseline. The 2025 data for ‘all children’ shows that a significant percentage of children made accelerated progress in most Areas of Learning, therefore by the end of Reception, Hazelwood children are almost in line with the national average for GLD. <table><tr><th colspan="2">Hazelwood Infant School (2040)</th><th colspan="2">NCER National</th></tr><tr><th>Item</th><th>Value</th><th>Value</th><th>Gap</th></tr><tr><td>Good Level of Development</td><td>60.0%</td><td>51.3%</td><td>+8.7%</td></tr></table> In contrast to last year, the results for the PP children in 2025 are significantly above PP national and the gap between PP and non-PP has narrowed. <table><tr><td>FSM</td><td>FSM (12)</td><td>58.3%</td></tr><tr><td></td><td>Non-FSM (75)</td><td>65.3%</td></tr></table> gap with non-FSM narrowed since 2024 by 23 pp	Reception: Good Level of Development (GLD)					2023	2024	2025	Hazelwood	66%	71%	66%	National	67%	68%	68%	LA	65%	68%	69%	Hazelwood Infant School (2040)		NCER National		Item	Value	Value	Gap	Good Level of Development	60.0%	51.3%	+8.7%	FSM	FSM (12)	58.3%		Non-FSM (75)	65.3%				
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Pupil Premium children achieve ARE and make good progress across the whole school

The percentage of PP children reaching ARE has improved in most year groups since 2021. The internal data shows that the majority of PP children are making at least expected progress in Maths, Reading and Writing (expected progress 0) with a greater proportion making accelerated progress when compared to non-PP peers. However, this needs to be a focus for next year to enable more children to make accelerated progress in order to raise the attainment of PP children.

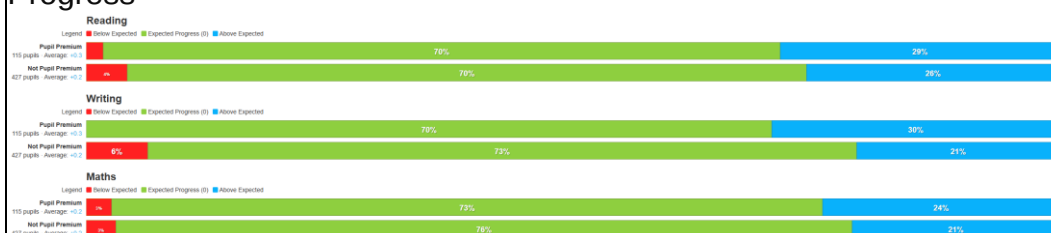
Combined Attainment

ARE	2021	2024	2025
Y1	50%	34%	36%
Y2	50%	57%	54%
Y3	17%	54%	55%
Y4	20%	35%	43%
Y5	26%	40%	32%
Y6	29%	41%	30%

Progress

ARE	Reading	Writing	Maths
Y1	0.2	0.1	0
Y2	0.1	0.1	0
Y3	0.3	0.2	0.3
Y4	0.1	0.3	0.3
Y5	0.4	0.4	0.2
Y6	0.6	0.7	0.6

Progress



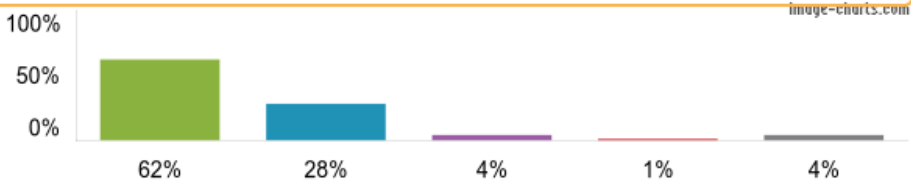
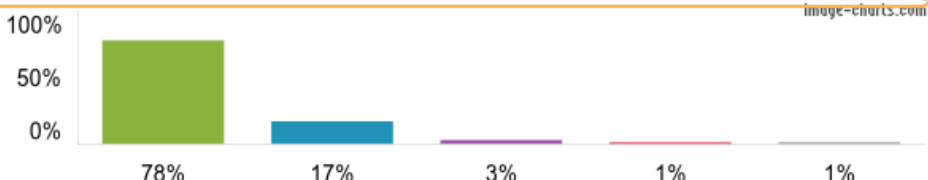
All children are provided opportunities to support their mental health and wellbeing with specific children identified for additional support as appropriate

Leuven Scales data shows that there has been a significant reduction in the number of children that were of a concern in either 'Wellbeing' or 'Engagement'. We believe this is due to the increase in opportunities and experiences children within our school have available.

Impact 2024-25:

New to the Scale this term	Wellbeing	2
	Engagement	3
Improved	Wellbeing	10
	Engagement	21
Declined	Wellbeing	0
	Engagement	2
Remained the same	Wellbeing	9
	Engagement	16

We continue to be pleased with the results which show that our children make good progress with their wellbeing and engagement across the academic year.

	In terms of wellbeing, the number of children has decreased overall and children have changed throughout the year, showing that we can support children in different ways at different times. There are many strategies and support mechanisms that enable us to do work with and support the children and their parents. Engagement has increased, with the number of children decreasing by more than half to leave only a small handful of children who are not engaging as we would expect. Teacher and TA support has been successful to enable our children to make good progress and be more engaged in lessons across the academic year.
All children are provided enrichment opportunities for their personal development	The Parent Survey (November 2024) shows 90% of parents agree/strongly agree that the school supports children's wider personal development and wellbeing, this is an increase since last year. ✓ 13. The school supports my child's wider personal development.  > View results as text Figures based on 95 responses up to 19-06-2025 The Parents Survey (November 2024) shows that 95% agree that Hazelwood provides a wide variety of clubs, this is an increase since last year. ✓ 12. My child can take part in clubs and activities at this school.  > View results as text Figures based on 95 responses up to 19-06-2025 Hazelwood have worked hard to ensure there are many opportunities for all children within the school: - Enfield Town Schools' Partnership (ETSP) enrichment opportunities - Extra-curricular opportunities and clubs - Developing social skills, articulation and confidence for transition to Secondary - External trips and enrichment activities in school - Forest Schools - Community Action Project - Local Authority Competitions - Pupil voice and responsibility - Performance opportunities - Residentials

	<table><tr><th colspan="3">Club attendance</th></tr><tr><th></th><th>Infant</th><th>Junior</th></tr><tr><td>Pupil Premium</td><td>21% of all children attending clubs were PP 44% of PP children attended at least one club</td><td>19.5% of all children attending clubs 61% of PP children attended at least one club</td></tr><tr><td>Non-PP</td><td>41% of non-PP children attended at least one club</td><td>57% of non-PP children attended at least one club</td></tr></table> A greater percentage of PP children are taking up the opportunity to take part in clubs compared to their non-pp peers.	Club attendance				Infant	Junior	Pupil Premium	21% of all children attending clubs were PP 44% of PP children attended at least one club	19.5% of all children attending clubs 61% of PP children attended at least one club	Non-PP	41% of non-PP children attended at least one club	57% of non-PP children attended at least one club												
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Number of incidences and exclusions (both internal and external) are decreased	The number of red card incidences (serious behaviour incidents) have decreased since 2020-21. Of the red card incidences, 24 involved PP children but some were repeat offenders so only 10 PP children received red cards. Where there was repetition of behaviour, further support was put in place including meetings with parents. <table><tr><th></th><th>2020-21</th><th>2021-22</th><th>2022-23</th><th>2023-24</th><th>2024-25</th></tr><tr><td>Red Cards</td><td>170</td><td>114</td><td>148</td><td>105</td><td>80</td></tr><tr><td>Internal Exclusions</td><td>2</td><td>0</td><td>2</td><td>12</td><td>0</td></tr><tr><td>External Exclusions</td><td>0</td><td>1</td><td>0</td><td>1</td><td>0</td></tr></table>		2020-21	2021-22	2022-23	2023-24	2024-25	Red Cards	170	114	148	105	80	Internal Exclusions	2	0	2	12	0	External Exclusions	0	1	0	1	0
	2020-21	2021-22	2022-23	2023-24	2024-25																				
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External Exclusions	0	1	0	1	0																				
School is able to support parents unable to contribute for trips, enrichment opportunities, residential and workshops due to the cost of living crisis	Pupil Premium (PP) funding has enabled us to support the continuation of important educational opportunities. Where parents have not given permission for a trip/workshops, they are contacted to establish the reason. Where this is due to financial constraints, school is able to subsidise the cost for PP children. Funding has also allowed PP children to continue individual instrumental lessons where they wish to. Residential Trip Attendance <table><tr><th></th><th>2024</th><th>2025</th></tr><tr><td>Year 4 sleepover</td><td>12 (92%)</td><td>-</td></tr><tr><td>Year 5 Gilwell</td><td>9 (47%)</td><td>6 (43%)</td></tr><tr><td>Year 6 PGL</td><td>8 (33%)</td><td>11 (55%)</td></tr></table> Where needed, we have supported PP families to pay for their child to attend the trips so that finance is not a barrier.		2024	2025	Year 4 sleepover	12 (92%)	-	Year 5 Gilwell	9 (47%)	6 (43%)	Year 6 PGL	8 (33%)	11 (55%)												
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Year 4 sleepover	12 (92%)	-																							
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A greater number of our harder-to-reach families and parents are engaged in school life	Our ESOL classes were well-attended on a regular basis, and we received positive feedback. This year we translated our admissions letter for our new Nursery and Reception parents into 8 of our most common languages. We continue to work closely with specific Pupil Premium families and have built stronger relationships with a larger number of them this year by making additional contact, including telephone calls and emails, signposting them to attend information sessions and external support such as coffee mornings.																								