

Hazelwood Schools

Pupil Premium Strategy Statement



This statement details our schools' use of Pupil Premium (and recovery premium for the 2023-24 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 schools.

This Pupil Premium Strategy has been updated in September 2023 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 5th September from Scholarpack</i>	Total: 706 354 Infant School 352 Junior School
Proportion (%) of pupil premium eligible pupils <i>data accurate from Pupil Premium Allocations from Gov.uk website – September 2023</i>	Total: 123 (17%) 51 Infant pupils (14%) 72 Junior pupils (20%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22, 2022-23 & 2023-24
Date this statement was published	October 2023
Date on which it will be reviewed	April 2024
Statement authorised by	Josh Newham Headteacher
Pupil Premium lead	Stella Gannon Deputy Headteacher
Governor lead	Pani Matsangos

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£168,780
Recovery premium funding allocation this academic year	£16,530
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£185,310

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 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 School-Led Tutoring Programme for pupils 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 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	Increase in attendance concerns and high levels of persistent absence
2	Drop in Reading standards due to school closures
3	Drop in Writing standards due to school closures
4	Drop in Maths standards due to school closures
5	Increase in well-being concerns, poor mental health and safeguarding concerns
6	Social skills and enrichment opportunities
7	Increase in behaviour incidences and risks of exclusion
8	Funding contributions for trips, enrichment, residentials & workshops
9	New for 2023-24 Some families / groups are becoming harder to reach and engage

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 & Evidence (Impact)																								
Attendance levels and persistent absence levels improve	<p>Across the three years of this strategy, to show improvement on the 2020-21 data for attendance and for persistent absence.</p> <p>Attendance Data</p> <table border="1"> <thead> <tr> <th>Infants</th> <th>Non PP</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>2020-21</td> <td>96.2%</td> <td>93.6%</td> </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> </tbody> </table> <table border="1"> <thead> <tr> <th>Juniors</th> <th>Non PP</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>2020-21</td> <td>96.1%</td> <td>92.7%</td> </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> </tbody> </table> <p>Attendance has decreased since Covid which is a national trend. We continue to make this a priority and have put the following strategies in place:</p> <ul style="list-style-type: none"> • Attendance team meet half termly to monitor figures and plan actions • Meet with EWO, discuss action plans and identify children at risk of becoming PA • Communicate with parents where there is a concern and send a series of letters • 'Positive Start' with targeted children • Action plans written with families where there is a concern • Reward system for individual children 	Infants	Non PP	PP	2020-21	96.2%	93.6%	2021-22	93.4%	90.7%	2022-23	93.3%	89.0%	Juniors	Non PP	PP	2020-21	96.1%	92.7%	2021-22	94.3%	93.0%	2022-23	94.1%	91.6%
Infants	Non PP	PP																							
2020-21	96.2%	93.6%																							
2021-22	93.4%	90.7%																							
2022-23	93.3%	89.0%																							
Juniors	Non PP	PP																							
2020-21	96.1%	92.7%																							
2021-22	94.3%	93.0%																							
2022-23	94.1%	91.6%																							

- Attendance figures shared in weekly assemblies – Attendance trophy for winning class in each House

Persistent Absence Data

	Infants	Non PP	PP
2020-21		11.6%	13.7%
2021-22		11.4%	25.0%
2022-23		10.7%	38.9%

	Juniors	Non PP	PP
2020-21		14.6%	29.8%
2021-22		14.3%	22.3%
2022-23		12.1%	25.0%

Figures for Persistent Absences (PA) have improved for non- pupil premium children since 2020. The PA figure for Infant pupil premium children have worsened, however the PA figure for the Juniors has improved since 2020.

Y6 & Y2 combined attainment (Reading, Writing and Maths) is above the national averages for Age Related Expectations and Greater Depth.

To show improvement on the 2019 statutory data.

2023 KS2 SATs – Attainment for All Children

Subject	Level	Hazelwood Junior School (2039)		Local Authority - Enfield		NCER National	
		Value		Value	Gap	Value	Gap
Reading (test), Writing (TA) & Maths (test)	≥EXS/Exp.Std.	65.2%		61.3%	+3.9%	59.5%	+5.7%
	GDS/High Score	20.2%		10.0%	+10.2%	8.0%	+12.2%
Reading	≥Exp.Std.	78.7%		71.5%	+7.2%	72.6%	+6.1%
	High Score	44.9%		27.6%	+17.3%	29.0%	+15.9%
Writing (TA)	≥EXS	82.0%		73.7%	+8.3%	71.5%	+10.5%
	GDS	25.8%		16.8%	+9.0%	13.3%	+12.5%
Maths (test)	≥Exp.Std.	74.2%		75.1%	-0.9%	72.9%	+1.3%
	High Score	24.7%		26.1%	-1.4%	23.8%	+0.9%

Hazelwood 2023 results for combined and individual subjects are above national for both the Expected Standard (EXS) and Greater Depth (GDS).

2023 KS2 SATs – Attainment for PP Children (21 children)

Subject	Level	Hazelwood Junior School (2039)		Local Authority - Enfield		NCER National	
		Value		Value	Gap	Value	Gap
Reading (test), Writing (TA) & Maths (test)	≥EXS/Exp.Std.	47.6%		51.3%	-3.7%	44.1%	+3.5%
	GDS/High Score	9.5%		5.1%	+4.4%	3.1%	+6.4%
Reading	≥Exp.Std.	57.1%		64.1%	-7.0%	60.2%	-3.1%
	High Score	19.0%		19.0%	0.0%	17.4%	+1.6%
Writing (TA)	≥EXS	76.2%		66.9%	+9.3%	58.3%	+17.9%
	GDS	9.5%		11.0%	-1.5%	6.5%	+3.0%
Maths (test)	≥Exp.Std.	57.1%		66.7%	-9.6%	59.0%	-1.9%
	High Score	23.8%		16.8%	+7.0%	13.0%	+10.8%

PP children performed broadly in line with national results at EXS for combined, however achieved significantly better than local and national at GDS. PP results for Writing at EXS and GDS are significantly above national. Almost a quarter of the PP children are EAL and 10% have EHCPs.

2023 KS2 SATs – Trend for All Children

Indicator	Cohort	Average of Years	Values (& YoY* vs Self)			Trend
			2019	2022	2023	Viz.
Reading ≥ Exp. Std.	89	75.4%	68.4% -	79.1% +10.7% pts	78.7% -0.4% pts	
Writing TA ≥ EXS	89	79.9%	79.5% -	78.2% -1.3% pts	82.0% +3.8% pts	
Maths ≥ Exp. Std.	89	75.9%	76.9% -	76.7% -0.2% pts	74.2% -2.5% pts	
GPS ≥ Exp. Std.	89	77.6%	78.6% -	73.3% -5.3% pts	80.9% +7.6% pts	
RWM ≥ Exp. Std.	89	67.6%	66.7% -	70.9% +4.2% pts	65.2% -5.7% pts	

Compared with 2019, Hazelwood's Reading, Writing and GPS have improved, there has been a small decrease in the Expected Standard in Maths, however Greater Depth has improved. Although there was an improvement in the combined result in 2022, there was a decrease this year.

2023 KS2 SATs – Trend for PP Children (21 children)

Indicator	Cohort	Average of Years	Values (& YoY* vs Self)			Trend	YoY* vs LA		
			2019	2022	2023	Viz.	'18 to '19	'19 to '22	'22 to '23
Reading ≥ Exp. Std.	22	62.7%	61.5% -	72.2% +10.7% pts	54.5% -17.7% pts		-	+12.9% pts	-15.7% pts
Writing TA ≥ EXS	22	73.9%	76.9% -	72.2% -4.7% pts	72.7% +0.5% pts		-	+8.6% pts	-4.0% pts
Maths ≥ Exp. Std.	22	60.3%	65.4% -	61.1% -4.3% pts	54.5% -6.6% pts		-	+8.4% pts	-10.0% pts
RWM ≥ Exp. Std.	22	54.8%	57.7% -	61.1% +3.4% pts	45.5% -15.6% pts		-	+13.4% pts	-16.6% pts

45% of our PP reached the EXS in 2023 which is not as good as in previous years.

2023 KS1 SATs - Attainment of All Children

Subject	Level	Hazelwood Infant School (2040)		Local Authority - Enfield		NCER National	
		Value	Gap	Value	Gap	Value	Gap
Reading	≥EXS	70.0%	+3.2%	66.8%	+3.2%	68.3%	+1.7%
	GDS	22.2%	+4.3%	17.9%	+4.3%	18.8%	+3.4%
Writing	≥EXS	71.1%	+11.2%	59.9%	+11.2%	60.1%	+11.0%
	GDS	22.2%	+13.7%	8.5%	+13.7%	8.2%	+14.0%
Maths	≥EXS	75.6%	+6.9%	68.7%	+6.9%	70.4%	+5.2%
	GDS	20.0%	+3.5%	16.5%	+3.5%	16.3%	+3.7%

2023 KS1 data shows Hazelwood was above national in all subjects.

2023 KS1 SATs - Attainment of PP Children (11 children)

Subject	Level	Hazelwood Infant School (2040)	Local Authority - Enfield		NCER National	
		Value	Value	Gap	Value	Gap
Reading	≥EXS	45.5%	60.3%	-14.8%	54.0%	-8.5%
	GDS	0.0%	11.5%	-11.5%	9.1%	-9.1%
Writing	≥EXS	54.5%	51.4%	+3.1%	44.6%	+9.9%
	GDS	0.0%	4.4%	-4.4%	3.4%	-3.4%
Maths	≥EXS	72.7%	60.3%	+12.4%	55.9%	+16.8%
	GDS	9.1%	11.1%	-2.0%	7.8%	+1.3%

PP children achieve significantly better in **Writing** and **Maths** at EXS and in Maths at GDS compared with local and nation. Note that 72% of the PP children are also EAL.

2023 KS1 SATs - Trend for All Children

Indicator	Cohort	Average of	Values (& YoY* vs Self)			Trend Viz.
			2019	2022	2023	
Reading ≥ EXS	90	72.9%	84.4%	64.4%	70.0%	
			-	-20.0% pts	+5.6% pts	
Writing ≥ EXS	90	70.7%	77.8%	63.2%	71.1%	
			-	-14.6% pts	+7.9% pts	
Maths ≥ EXS	90	75.3%	77.8%	72.4%	75.6%	
			-	-5.4% pts	+3.2% pts	
RWM ≥ EXS	90	67.7%	73.3%	63.2%	66.7%	
			-	-10.1% pts	+3.5% pts	

2023 KS1 data shows an improvement on all results since 2022.

2023 KS1 SATs - Trend for PP Children (11 children)

Indicator	Cohort	Average of	Values (& YoY* vs Self)			Trend Viz.	YoY* vs LA		
			2019	2022	2023		'18 to '19	'19 to '22	'22 to '23
Reading ≥ EXS	11	52.2%	72.7%	38.5%	45.5%		-19.6% pts	-27.4% pts	+4.0% pts
			-20.2% pts	-34.2% pts	+7.0% pts				
Writing ≥ EXS	11	52.2%	63.6%	38.5%	54.5%		-6.9% pts	-17.0% pts	+14.0% pts
			-7.8% pts	-25.1% pts	+16.0% pts				
Maths ≥ EXS	11	55.2%	54.5%	38.5%	72.7%		-40.1% pts	-6.1% pts	+30.3% pts
			-38.4% pts	-16.0% pts	+34.2% pts				
RWM ≥ EXS	11	43.1%	54.5%	38.5%	36.4%		-15.9% pts	-5.9% pts	-5.1% pts
			-16.9% pts	-16.0% pts	-2.1% pts				

PP children in 2023 achieved better than previous years for individual subjects.

Y6 progress is at least good in Reading, Writing and Maths.

To show good progress scores.

2023 KS2 SATs (Progress for All Children)

2023 data shows that progress is above national for all subjects.

Year 6 SATs - Progress		
Reading	Writing	Maths
+2.59	+2.11	+0.97

2023 KS2 SATs (Progress for PP Children)
 PP children made good progress from their starting points and this is better than local and national.

Subject	Level	Hazelwood Junior School (2039)	Local Authority - Enfield		NCER National	
		Value	Value	Gap	Value	Gap
Reading	Avg. Prog. Score	0.22	0.04	+0.18	-0.88	+1.10
	Conf. Int.	±2.91 -2.69 to +3.13	±0.32 -0.28 to +0.36	n/a	±0.03 -0.91 to -0.85	n/a
Writing	Avg. Prog. Score	2.45	1.35	+1.10	-0.68	+3.13
	Conf. Int.	±2.80 -0.35 to +5.25	±0.30 +1.05 to +1.65	n/a	±0.03 -0.71 to -0.65	n/a
Maths	Avg. Prog. Score	0.85	0.47	+0.38	-1.02	+1.87
	Conf. Int.	±2.73 -1.88 to +3.58	±0.30 +0.17 to +0.77	n/a	±0.03 -1.05 to -0.99	n/a

Y1 Phonics check attainment is above the national averages

To show Hazelwood children perform above National Average in phonics for 2022-23.
 Hazelwood children performed better than national. 68% of Hazelwood Pupil Premium children passed compared with 62% of children nationally.

Year 1 Phonics		
Hazelwood	National (2023)	
80%	79%	

Year 1 Phonics Groups		
	Hazelwood	National (2022)
PP (21)	68%	62%

Year 2 Phonics	
Hazelwood	National (2022)
87% (inc Y2 retakes)	87%

EYFS is at national average for GLD

To show improvement on the 2020-21 levels. Note that EYFS statutory framework has changed hence the trend is only for 2022 & 2023 data.

EYFS 2023 – Attainment & Trend for All Children

The trend shows that there is an improvement year on year and Hazelwood’s results are in line with national levels for the whole cohort.

Estab. Name	Indicator	Average of Years	Values (& YoY* vs Self)		Values Trend
			2022	2023	
NCER National	Cohort ¹	614755	616,900	612,610	
	Good Level of Development ²	66.3%	65.2%	67.3%	↔
Hazelwood Infant School	Cohort ¹	104	88	120	
	Good Level of Development ²	65.3%	64.8%	65.8%	↔

PP children performed better than national in 2022. However, the results for the PP children in 2023 are below national (see tables below).

Hazelwood 2023 EYFS Attainment & Trend for PP Children (11 children)

Cohort ¹	13	15 -	11 -4		-
Good Level of Development ²	48.2%	60.0% -	36.4% -23.6%		-26.3%
Average no. of ELGs at expected level per child	11.1	10.9 -	11.2 +0.3		+0.2
All Goals: At expected	48.2%	60.0% -	36.4% -23.6%		-26.4%
Prime: At expected	61.8%	60.0% -	63.6% +3.6%		+2.2%
Specific: At expected	48.2%	60.0% -	36.4% -23.6%		-26.3%

Enfield's 2023 EYFS Attainment & Trend for PP Children

Cohort ¹	800	802 -	798 -4		-
Good Level of Development ²	55.0%	54.0% -	55.9% +1.9%		-0.8%
Average no. of ELGs at expected level per child	12.3	12.2 -	12.4 +0.2		+0.1
All Goals: At expected	52.2%	50.5% -	53.8% +3.3%		+0.5%
Prime: At expected	61.9%	61.3% -	62.4% +1.1%		-0.3%
Specific: At expected	53.2%	51.7% -	54.6% +2.9%		+0.2%

Hazelwood children start Reception significantly below national level at Baseline. The data below shows that a significant percentage of children made accelerated progress in most Areas of Learning, therefore by the end of Reception, Hazelwood children are in line with national average for GLD (see below).

	<table border="1"> <thead> <tr> <th>Reception: Areas of Learning</th> <th>% Expected</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td>ELG01 - Listening, Attention And Understanding</td> <td>80%</td> <td>+19%</td> </tr> <tr> <td>ELG02 - Speaking</td> <td>81%</td> <td>+23%</td> </tr> <tr> <td>ELG03 - Self-Regulation</td> <td>84%</td> <td>+30%</td> </tr> <tr> <td>ELG04 - Managing Self</td> <td>86%</td> <td>+19%</td> </tr> <tr> <td>ELG05 - Building Relationships</td> <td>88%</td> <td>+22%</td> </tr> <tr> <td>ELG06 - Gross Motor Skills</td> <td>94%</td> <td>+5%</td> </tr> <tr> <td>ELG07 - Fine Motor Skills</td> <td>87%</td> <td>+25%</td> </tr> <tr> <td>ELG08 - Comprehension</td> <td>77%</td> <td>+20%</td> </tr> <tr> <td>ELG09 - Word Reading</td> <td>72%</td> <td>+37%</td> </tr> <tr> <td>ELG10 - Writing</td> <td>68%</td> <td>+23%</td> </tr> <tr> <td>ELG11 - Number</td> <td>75%</td> <td>+25%</td> </tr> <tr> <td>ELG12 - Numerical Patterns</td> <td>74%</td> <td>+24%</td> </tr> <tr> <td>ELG13 - Past And Present</td> <td>81%</td> <td>+22%</td> </tr> <tr> <td>ELG14 - People, Culture And Communities</td> <td>81%</td> <td>+22%</td> </tr> <tr> <td>ELG15 - The Natural World</td> <td>81%</td> <td>+22%</td> </tr> <tr> <td>ELG16 - Creating With Materials</td> <td>84%</td> <td>+16%</td> </tr> <tr> <td>ELG17 - Being Imaginative And Expressive</td> <td>82%</td> <td>+23%</td> </tr> <tr> <td>Combined</td> <td>66%</td> <td>+41%</td> </tr> </tbody> </table>	Reception: Areas of Learning	% Expected	Progress	ELG01 - Listening, Attention And Understanding	80%	+19%	ELG02 - Speaking	81%	+23%	ELG03 - Self-Regulation	84%	+30%	ELG04 - Managing Self	86%	+19%	ELG05 - Building Relationships	88%	+22%	ELG06 - Gross Motor Skills	94%	+5%	ELG07 - Fine Motor Skills	87%	+25%	ELG08 - Comprehension	77%	+20%	ELG09 - Word Reading	72%	+37%	ELG10 - Writing	68%	+23%	ELG11 - Number	75%	+25%	ELG12 - Numerical Patterns	74%	+24%	ELG13 - Past And Present	81%	+22%	ELG14 - People, Culture And Communities	81%	+22%	ELG15 - The Natural World	81%	+22%	ELG16 - Creating With Materials	84%	+16%	ELG17 - Being Imaginative And Expressive	82%	+23%	Combined	66%	+41%
Reception: Areas of Learning	% Expected	Progress																																																								
ELG01 - Listening, Attention And Understanding	80%	+19%																																																								
ELG02 - Speaking	81%	+23%																																																								
ELG03 - Self-Regulation	84%	+30%																																																								
ELG04 - Managing Self	86%	+19%																																																								
ELG05 - Building Relationships	88%	+22%																																																								
ELG06 - Gross Motor Skills	94%	+5%																																																								
ELG07 - Fine Motor Skills	87%	+25%																																																								
ELG08 - Comprehension	77%	+20%																																																								
ELG09 - Word Reading	72%	+37%																																																								
ELG10 - Writing	68%	+23%																																																								
ELG11 - Number	75%	+25%																																																								
ELG12 - Numerical Patterns	74%	+24%																																																								
ELG13 - Past And Present	81%	+22%																																																								
ELG14 - People, Culture And Communities	81%	+22%																																																								
ELG15 - The Natural World	81%	+22%																																																								
ELG16 - Creating With Materials	84%	+16%																																																								
ELG17 - Being Imaginative And Expressive	82%	+23%																																																								
Combined	66%	+41%																																																								
<p>Pupil Premium children achieve ARE and make good progress across the whole school</p>	<p>To show improvement on the 2020-21 data.</p> <table border="1"> <thead> <tr> <th>ARE</th> <th>2021</th> <th>2023</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>50%</td> <td>63%</td> </tr> <tr> <td>Y2</td> <td>50%</td> <td>25%</td> </tr> <tr> <td>Y3</td> <td>17%</td> <td>33%</td> </tr> <tr> <td>Y4</td> <td>20%</td> <td>32%</td> </tr> <tr> <td>Y5</td> <td>26%</td> <td>21%</td> </tr> <tr> <td>Y6</td> <td>29%</td> <td>45%</td> </tr> </tbody> </table> <p>This data is the percentage of PP children who achieved ARE (EXS) in all subjects/combined. Data for 2023 shows that the percentage of pupil premium children working at ARE+ has improved since 2021.</p>	ARE	2021	2023	Y1	50%	63%	Y2	50%	25%	Y3	17%	33%	Y4	20%	32%	Y5	26%	21%	Y6	29%	45%																																				
ARE	2021	2023																																																								
Y1	50%	63%																																																								
Y2	50%	25%																																																								
Y3	17%	33%																																																								
Y4	20%	32%																																																								
Y5	26%	21%																																																								
Y6	29%	45%																																																								
<p>All children are provided opportunities to support their mental health and wellbeing with specific children identified for additional support as appropriate</p>	<p>Use Leuven Scales data to support the identification of children and address areas of concern.</p> <p>Opportunities for all children within the school are available:</p> <ul style="list-style-type: none"> - Mental Health and Wellbeing Week - Sports Week - Access to a full-time Learning Mentor - Welfare checks with children and families - Safeguarding checks and working with external professionals and the families - Breakout spaces (e.g. The Hub) - Children given responsibilities to support at lunchtimes - Access to the Quiet Garden 																																																									

	<p>- 5 trusted adults</p> <p>Leuven Scales data shows that there has been a significant reduction in the number of children that were of concern in either 'Wellbeing' or 'Engagement'.</p>					
	>3 Wellbeing Spring 2023	>3 Wellbeing Summer 2023	Wellbeing Change (no. of children)	>3 Engagement Spring 2023	>3 Engagement Summer 2023	Engagement Change (no. of children)
Total	35	22	-13	63	48	-15
LM	50	23	-27			

<p>All children are provided enrichment opportunities for their personal development</p>	<p>Opportunities for all children within the school:</p> <ul style="list-style-type: none"> - Enfield Town Schools' Partnership (ETSP) enrichment opportunities - Extra-curricular opportunities and clubs - Developing social skills, articulation and confidence for transition to Secondary (e.g. John Gilbert) - External trips and enrichment activities in school - Forest Schools - Community Action Project - Local Authority Competitions - Pupil voice and responsibility - Performance opportunities - Residentials <p>Parent survey May 2023 shows 74% of parents agree/strongly agree that the school supports children's personal development.</p> <div style="border: 1px solid red; padding: 5px;"> <p>The school supports my child's wider personal development 135 responses</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Strongly agree</td> <td>49</td> </tr> <tr> <td>Agree</td> <td>65</td> </tr> <tr> <td>Neither agree nor disagree</td> <td>6</td> </tr> <tr> <td>Disagree</td> <td>5</td> </tr> <tr> <td>Strongly disagree</td> <td>0</td> </tr> </tbody> </table> </div>	Response	Count	Strongly agree	49	Agree	65	Neither agree nor disagree	6	Disagree	5	Strongly disagree	0
Response	Count												
Strongly agree	49												
Agree	65												
Neither agree nor disagree	6												
Disagree	5												
Strongly disagree	0												

<p>Number of incidences and exclusions (both internal and external) are decreased</p>	<p>Number of red card incidents for individuals across the school decreased.</p> <table border="1"> <thead> <tr> <th></th> <th>2020-21</th> <th>2021-22</th> <th>2022-23</th> </tr> </thead> <tbody> <tr> <td>Red Cards</td> <td>170</td> <td>114</td> <td>148</td> </tr> <tr> <td>Internal Exclusions</td> <td>2</td> <td>0</td> <td>2</td> </tr> <tr> <td>External Exclusions</td> <td>0</td> <td>1</td> <td>0</td> </tr> </tbody> </table> <p>Strategies:</p> <ul style="list-style-type: none"> - Consistent adherence to behaviour policy - Working with parents/carers - Individual behaviour charts - Rewards for improved behaviour - Touch base with SLT regularly - Access to Learning Mentor to support behaviour. - Involvement of Behaviour Support Service - Early identification of needs and access to Early Help, Parent Support Service, CAMHS etc. 		2020-21	2021-22	2022-23	Red Cards	170	114	148	Internal Exclusions	2	0	2	External Exclusions	0	1	0
	2020-21	2021-22	2022-23														
Red Cards	170	114	148														
Internal Exclusions	2	0	2														
External Exclusions	0	1	0														

<p>School is able to support parents unable to contribute for trips, enrichment opportunities, residential and workshops due to the cost of living crisis</p>	<p>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.</p> <p>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.</p> <p>Funding is available to allow PP children to continue individual instrumental lessons where they wish to.</p>
<p>New for 2023-2024 A greater number of our harder to reach parents and families are engaged in school life</p>	<p>A change of demographics, language barriers and the legacy of Covid has meant that some of our families have become harder to reach and engage. This means that some of our disadvantaged families are missing out on opportunities provided by the school. Pupil Premium funding will enable us to target specific families and groups and encourage greater engagement in school life.</p>

Activity in This Academic Year (2023-2024)

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: **£45,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>We have purchased Little Wandle resources and fund ongoing teacher & support staff training and release time.</p> <p>£2,500</p>	<p>EEF Phonics +5 months</p> <p>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</p>	2, 3
<p>Purchase of standardised diagnostic (NFER) Assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>£3,000</p>	<p>EEF Feedback through testing +6 month</p> <p>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.</p>	2,3,4
<p>Purchase of Star Reader to identify reading levels of all children from Year 2 – Year 6.</p> <p>Purchase of Accelerated Reader (AR) to support the lower 20% Readers identified by Star Reader to diagnose gaps and improve comprehension.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>£5,000</p>	<p>EEF Feedback through testing +6 month</p> <p>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.</p>	2
<p>Curriculum Development</p> <p>Release for half termly Deep Dives/Curriculum Reviews</p>	<p>Evidence based Education - Evidence review</p> <p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils.</p>	2,3,4

<p>£6,500 Purchase of subject subscriptions for access to resources and assessment material £4,500</p>	<p>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.</p>	
<p>Teachers (Subject Leaders, Year Group Leaders and Middle leaders) released to raise standards in Teaching and Learning, access training & professional development £6,500</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>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)</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 3, 4</p>
<p>Senior Leadership training/course (NPQs) for 3 members of staff <i>(There is no cost for NPQs but there is a cost for release time)</i> £2,000</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Tiered model and menu of approaches 1.0 pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>2, 3, 4</p>
<p>Training and professional development for staff at all levels including purchase of key resources £5,000</p>	<p>The EEF's 'Effective Professional Development' guidance report offers support in designing and delivering PD and selecting external PD.</p> <p>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.</p> <p>Purple Mash White Rose WalkThrus</p>	<p>2, 3, 4, 5, 6</p>
<p>Coaching and Mentoring Employment of ECTs (4 in 2022 and 2 in 2023), and the training of FIPC students means continued support and release as well</p>	<p>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. We chose Ambition.</p>	<p>2, 3, 4, 5</p>

<p>as mentoring courses for leaders. £6,500</p>	<p>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.</p>	
<p>New for 2023-24 Purchasing of a range of diverse texts to support learning for all. £4,000</p>	<p>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.</p>	<p>2, 3, 6, 7, 9</p>

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

Budgeted cost: **£75,342.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School Led Tutoring 2021-2022 first £10,935 funded (75%) £7,000 contribution from school</p> <p>2022-2023 first £15,552 funded (60%) £10,368 contribution from school</p> <p>2023-2024 first £7,492.50 funded (50%) with an additional £7,492.50 contribution from school</p> <p>£7,492.50</p>	<p>EEF Small Group Tuition +4 months</p> <p>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.</p>	2, 3, 4, 9
<p>Assistant Headteachers deployed to downsize in Reading, Phonics and Maths across the school</p> <p>£16,000</p>	<p>EEF Reduce Class sizes +2 months</p> <p>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.</p>	2, 4
<p>New for 2023-24</p> <p>Extra qualified teacher to downsize in Year 6 for Reading, English and Maths</p> <p>£16,000</p>	<p>EEF Reduce Class sizes +2 months</p> <p>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.</p>	2,3,4
<p>Specific tutoring (not based on School Led Tutoring)</p> <p>£2,500</p>	<p>EEF 1:1 +5 months</p> <p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p>	2, 3, 4, 9
<p>Early Interventions iCan and Talk Boost interventions</p> <p>£250 resources £6,500 staff time / release</p>	<p>EEF Oral Language Intervention +6 months</p> <p>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</p>	2, 3

<p>Catch up Interventions across the school £5,000</p>	<p><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 it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	<p>2, 3, 4</p>
<p>Music Tuition £3,600</p>	<p><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.</p>	<p>6, 9</p>
<p>Gross Motor Skills 'Happy Feet' £9,000</p>	<p><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.</p>	<p>3, 6</p>
<p>Tim's Group (SaL) £9,000</p>	<p><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.</p>	<p>3, 6</p>

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

Budgeted cost: **£64,467.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employ a full time Learning Mentor who is also on the Safeguarding Team £8,000</p>	<p>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.</p>	<p>1, 5, 6, 7, 9</p>
<p>Embedding principles of good practice set out in the DfE’s ‘Improving School Attendance Advice’ This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. £6,500</p>	<p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p>	<p>1, 2, 3, 4, 5, 7, 9</p>
<p>Parental workshops for curriculum areas and support Release time for teachers to lead workshops £1,000</p>	<p>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.</p>	<p>2, 3, 4, 6, 9</p>
<p>Emergency / Relief Access to Breakfast Club and After School Club £2,000</p>	<p>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.</p>	<p>1, 8</p>
<p>Access to Foundation Sports/holiday club £2,000</p>	<p>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</p>	<p>5,6,7,8,9</p>

	<p>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.</p>	
<p>Access to internal & external clubs £7,000</p>	<p>EEF Aspiration Interventions +0 months EEF Physical Activity +1 month</p> <p>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.</p> <p>Approximately 15-20% of places available are allocated to disadvantaged families.</p>	5, 6, 8, 9
<p>Uniform, sports kits and other resources £200</p>	<p>EEF School Uniform +0 months</p> <p>We believe that all our children should all wear our Hazelwood uniform/kits so that they have strong sense of belonging and pride.</p>	5, 8
<p>School is able to support parents unable to contribute for trips, enrichment opportunities, residential and workshops due to the cost of living crisis £8,000</p>	<p>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.</p>	6, 8, 9
<p>Access to the Orchard (sensory room to support positive starts to school) and the Hub (Breakout spaces) £5,000</p>	<p>EEF Metacognition and self-regulation +7 months</p> <p>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.</p>	1, 5, 6, 7
<p>Debating, self-confidence, articulation, drama skills support from external provider – John Gilbert £5,500</p>	<p>EEF Oral Language Interventions +6 months</p> <p>We are aware that some of our children need support with self-confidence and articulation. John Gilbert is able to provide this support as a non-staff member (external person) to motivate and encourage children to aspire.</p>	1, 5, 6, 7, 8, 9

Contribution to the Enfield Town Schools' Partnership (ETSP) enrichment programme £1,250	We are aware that some of our children need to be provided with enrichment opportunities such as healthy competition, debating, access to social skills and different life-skills.	6, 9
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, 5, 6, 7, 8, 9
New for 2023-24 Support for our highest need children (SEND) to access opportunities to develop their independence and basic life skills £2000	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.	6, 9
New for 2023-24 ESOL classes provided by Barnet and Southgate College for parents who are new to English £500	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, 9
New for 2023-24 Visiting Author to inspire a love of reading and writing £1000	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
New for 2023-24 Community Action Plan £1000	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, 9
New for 2023-24 Focus Weeks £3,500	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.	5, 6, 8, 9

Contingency fund for acute issues. £5,017.50	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.	All
--	--	-----

Total budgeted cost: £185,310

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.

<p>Relevant tables of data have been provided in the top section of the strategy so that it can be directly compared to the intended out come and success criteria. Further data can be provided on request.</p> <p>However, a summary of the impact can be found below.</p>	
<p>Attendance levels and persistent absence levels improve</p>	<p>Attendance has decreased since Covid which is a national trend. We continue to make this a priority and have put many strategies in place to support the improvement of this.</p> <p>Figures for Persistent Absences (PA) have improved for non- pupil premium children since 2020. The PA figure for Infant pupil premium children have worsened, however the PA figure for the Juniors has improved since 2020.</p>
<p>Y6 & Y2 combined attainment (Reading, Writing and Maths) is above the national averages for Age Related Expectations and Greater Depth.</p>	<p>All children: Hazelwood's KS2 2023 results for combined and individual subjects are above national for both the Expected Standard (EXS) and Greater Depth (GDS). Compared with 2019, Hazelwood's Reading, Writing and GPS have improved, there has been a small decrease in the Expected Standard in Maths, however Greater Depth has improved. Although there was an improvement in the combined result in 2022, there was a decrease this year.</p> <p>2023 KS1 data shows Hazelwood was above national in all subjects and there has been an improvement since 2021-22.</p> <p>2023 Pupil Premium Children: KS2 PP children performed broadly in line with national results at EXS for combined, however achieved significantly better than local and national at GDS. PP results for Writing at EXS and GDS are significantly above national.</p> <p>KS1 PP children achieved significantly better in Writing and Maths at EXS and in Maths at GDS compared with local and nation.</p>
<p>Y6 progress is at least good in Reading, Writing and Maths.</p>	<p>2023 data for the 2023 cohort shows that progress is above national for all subjects. The PP children made good progress from their starting points and this is better than local and national.</p> <p>PP children performed better than national in 2022. However the results for the PP children in 2023 are below national (see tables below).</p>
<p>Y1 Phonics check attainment is above the national averages</p>	<p>Hazelwood children performed better than national. 68% of Hazelwood Pupil Premium children passed compared with 62% of children nationally.</p>

<p>EYFS data is at national average for GLD</p>	<p>Hazelwood children start Reception significantly below the national level at Baseline. The 2023 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 in line with the national average for GLD. There has been an improvement year on year.</p> <p>PP children performed better than national in 2022. However, the results for the PP children in 2023 are below national.</p>
<p>Pupil Premium children achieve ARE and make good progress across the whole school</p>	<p>Internal data for 2023 shows that the percentage of pupil premium children working at ARE+ has improved since 2021 in each year group, with the exception of the Year 5 cohort.</p>
<p>All children are provided opportunities to support their mental health and wellbeing with specific children identified for additional support as appropriate</p>	<p>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.</p>
<p>All children are provided enrichment opportunities for their personal development</p>	<p>Hazelwood have worked hard to ensure there are many opportunities for all children within the school:</p> <ul style="list-style-type: none"> - Enfield Town Schools' Partnership (ETSP) enrichment opportunities - Extra-curricular opportunities and clubs - Developing social skills, articulation and confidence for transition to Secondary (e.g. John Gilbert) - External trips and enrichment activities in school - Forest Schools - Community Action Project - Local Authority Competitions - Pupil voice and responsibility - Performance opportunities - Residentials <p>The parent survey from May 2023 shows that 74% of parents agree/strongly agree that the school supports children's personal development.</p>
<p>Number of incidences and exclusions (both internal and external) are decreased</p>	<p>The number of red card incidences has decreased since 2020-21 and external exclusions have also decreased since 2021-22.</p>
<p>School is able to support parents unable to contribute for trips, enrichment opportunities, residentials and workshops due to the cost of living crisis</p>	<p>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.</p>