

# Hazelwood Schools

## Pupil Premium Strategy Statement



This statement details our schools' use of Pupil Premium (and recovery premium for the 2022-23 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 October 2022 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 6<sup>th</sup> October 2022 census)</i>	<b>Total: 708</b> 360 Infant School 348 Junior School
Proportion (%) of pupil premium eligible pupils <i>(data accurate from <a href="#">Pupil Premium Allocations</a> from Gov.uk website – September 2022)</i>	<b>Total: 99 (14%)</b> 36 Infant pupils 63 Junior pupils
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	<b>2021-22, 2022-23 &amp; 2023-24</b>
Date this statement was published	October 2022
Date on which it will be reviewed	April 2023
Statement authorised by	Josh Newham Headteacher
Pupil Premium lead	Nicole Gardiner Assistant Headteacher
Governor lead	Pani Matsangos

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£137,115
Recovery premium funding allocation this academic year	£14,317
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£151,432</b>

# 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	New for 2022-23 Funding contributions for trips, enrichment, residentials & workshops

## 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									
<b>Attendance levels and persistent absence levels improve</b>	Across the three years of this strategy, to show improvement on the 2020-21 levels attendance and of persistent absence									
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**Y6 & Y2 combined attainment (Reading, Writing and Maths) is above the national averages for Age Related Expectations and Greater Depth.**

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

To show improvement on the 2020-21 internal data and 2019 statutory data.

### KS2 2022 Statutory Assessments

#### Pupils working at or above the expected standard

Subject	You	LA	National
Reading	79.1%	73.0%	74.0%
Writing	79.1%	71.0%	69.0%
Maths	76.7%	73.0%	71.0%
GPS	73.3%	74.0%	72.0%
RWM	70.9%	61.0%	58.0%

### KS2 2022 Statutory Assessments

Year 6 SATs - Progress		
Reading	Writing	Maths
+2.3	+4.8	+3.0

### KS1 2022 Statutory Assessments

#### Pupils working at or above the expected standard

Subject	You	LA 2019	National
Reading	64.4%	69.9%	66.9%
Writing	63.2%	64.9%	57.7%
Maths	72.4%	72.7%	67.7%
Science	65.5%	77.5%	77.1%
RWM	63.2%	-	53.4%

<b>Y1 Phonics check attainment is above the national averages</b>	To show improvement on the 2020-21 data where 83% of children passed the Y2 Phonics check (in November 2020). 82% is National Average for Year 1 (based on 2019 statutory assessments)	
	<b>Year 1 Phonics</b>	
	Hazelwood	National (2019)
	83%	82%
	<b>Year 1 Phonics Groups</b>	
		Hazelwood
	PP	67%
	EAL	77%
	SEN	45%
	Female	85%
	Male	81%
	<b>Year 2 Phonics</b>	
	Hazelwood	National (2019)
	<b>92% (inc Y2 retakes)</b>	91%

<b>EYFS is at national average for GLD</b>	To show improvement on the 2020-21 levels. Note that EYFS statutory framework changed and exceeding is no longer a grading.			
	<b>EYFS 2022</b>			
			<b>% Expected</b>	<b>Progress</b>
	Rec	ELG 1	75%	+27%
		ELG2	72%	+16%
		ELG3	73%	+21%
		ELG4	75%	+13%
		ELG5	74%	+10%
		ELG6	93%	+17%
		ELG7	74%	+19%
		ELG8	70%	+13%
		ELG9	69%	+47%
		ELG10	64%	+25%
		ELG11	67%	+16%
		ELG12	67%	+23%
		ELG13	70%	+16%
		ELG14	70%	+11%
	ELG15	70%	+8%	
	ELG16	72%	+1%	
	ELG17	73%	+5%	

<p><b>Pupil Premium children achieve ARE and make good progress across the whole school</b></p>	<p>To show improvement on the 2020-21 levels.</p> <table border="1" data-bbox="545 201 1110 477"> <thead> <tr> <th>ARE</th> <th>2021</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>50</td> <td>56</td> </tr> <tr> <td>Y2</td> <td>50</td> <td>47</td> </tr> <tr> <td>Y3</td> <td>17</td> <td>40</td> </tr> <tr> <td>Y4</td> <td>20</td> <td>22</td> </tr> <tr> <td>Y5</td> <td>26</td> <td>30</td> </tr> <tr> <td>Y6</td> <td>29</td> <td>65</td> </tr> </tbody> </table>	ARE	2021	2022	Y1	50	56	Y2	50	47	Y3	17	40	Y4	20	22	Y5	26	30	Y6	29	65
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<p><b>All children are provided opportunities to support their mental health and wellbeing with specific children identified for additional support as appropriate</b></p>	<p>Opportunities for all children within the school:</p> <ul style="list-style-type: none"> <li>- Mental Health and Wellbeing Week</li> <li>- Sports Week</li> <li>- Access to a full-time Learning Mentor</li> <li>- Welfare checks with children and families</li> <li>- Safeguarding checks and working with external professionals and the families</li> </ul> <p>Monitoring children through the Leuven Scales will enable us to produce data to highlight and address areas of concern. (This is a longer-term aim)</p>																					
<p><b>All children are provided enrichment opportunities for their personal development</b></p>	<p>Opportunities for all children within the school:</p> <ul style="list-style-type: none"> <li>- Enfield Town Schools' Partnership (ETSP) enrichment opportunities</li> <li>- Extra-curricular opportunities and clubs</li> <li>- Developing social skills, articulation and confidence for transition to Secondary (e.g. John Gilbert)</li> <li>- External trips and enrichment activities in school</li> <li>- Forest Schools</li> </ul>																					
<p><b>Number of incidences and exclusions (both internal and external) are decreased</b></p>	<p>Number of red card incidents for individuals across the school decreased.</p> <table border="1" data-bbox="545 1384 1398 1525"> <thead> <tr> <th></th> <th>2020-21</th> <th>2021-22</th> </tr> </thead> <tbody> <tr> <td>Red Cards</td> <td>170</td> <td>114</td> </tr> <tr> <td>Internal Exclusions</td> <td>2</td> <td>0</td> </tr> <tr> <td>External Exclusions</td> <td>0</td> <td>1</td> </tr> </tbody> </table> <p>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.</p>		2020-21	2021-22	Red Cards	170	114	Internal Exclusions	2	0	External Exclusions	0	1									
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<p><b>New for 2022-23</b>  <b>School is able to support parents unable to contribute for trips, enrichment opportunities, residential and workshops due to the cost of living crisis</b></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>																					

## Activity in This Academic Year (2022-2023)

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: **£38,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p>We have purchased Little Wandle resources and fund ongoing teacher &amp; support staff training and release time.</p> <p><b>£2,500</b></p>	<p><a href="#">EEF Phonics +5 months</a></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><b>£2,000</b></p>	<p><a href="#">EEF Feedback through testing +6 month</a></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><b>New for 2022-23</b></p> <p>Purchase of Accelerated Reader (AR) to support the lower 20% Readers to diagnose gaps and improve comprehension.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p><b>£4,000</b></p>	<p><a href="#">EEF Feedback through testing +6 month</a></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><b>New for 2022-23</b></p> <p>Curriculum Development Release for half termly Deep Dives/Curriculum Reviews</p>	<p><a href="#">Evidence based Education - Evidence review</a></p> <p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus</p>	2,3,4

<p><b>£6,500</b> Purchase of subject subscriptions for access to resources and assessment material <b>£3,500</b></p>	<p>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 &amp; professional development <b>£6,500</b></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 &amp; Literacy, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a> <a href="#">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a> <a href="#">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2, 3, 4</p>
<p>Early Leadership training/course (NPQs) for 4 members of staff (There is no cost for NPQs but there is a cost for release time) <b>£2,000</b></p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. <a href="#">Tiered model and menu of approaches 1.0 pdf.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	<p>2, 3, 4</p>
<p>Training and professional development for staff at all levels including purchase of key resources <b>£5,000</b></p>	<p>The EEF's '<a href="#">Effective Professional Development</a>' 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><b>New for 2022-23</b> Coaching and Mentoring Employment of 3 ECTs in 2021 and 2022, and the training of 4 FIPC students</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</p>	<p>2, 3, 4, 5</p>



means continued support & release as well as mentoring courses for leaders. <b>£6,500</b>	adopting a mentoring or coaching approach. We chose Ambition.  The EEF guidance on 'Effective Professional Development' is accompanied by a poster to help consider the ' <a href="#">Effective Mechanisms of PD</a> ' - i.e. what are the essential elements that make mentoring or coaching more likely to be effective.	
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## Targeted Academic Support (e.g. tutoring, one-to-one support structured interventions)

Budgeted cost: **£60,118**

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tutoring 2021-2022 <i>first £10,935 funded (75%)</i> <i>£7,000 contribution from school</i> 2022-2023 <i>first £15,552 funded (60%)</i> <i>£10,368 contribution from school</i>  <b>£10,368</b>	<a href="#">EEF Small Group Tuition +4 months</a> 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
Assistant Headteachers deployed to downsize in Reading, Phonics and Maths across the school <b>£16,000</b>	<a href="#">EEF Reduce Class sizes +2 months</a> 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, 4
Specific tutoring (not based on School Led Tutoring) <b>£2,500</b>	<a href="#">EEF 1:1 +5 months</a> 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.	2, 3, 4
Early Interventions iCan and Talk Boost interventions <b>£250</b> resources <b>£6,500</b> staff time / release	<a href="#">EEF Oral Language Intervention +6 months</a> 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	2, 3

Catch up Interventions across the school <b>£5,000</b>	<a href="#">EEF Small Group Tuition +4 months</a> 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
Music Tuition <b>£1,500</b>	<a href="#">EEF Arts Participation +3 months</a> 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
Gross Motor Skills 'Happy Feet' <b>£9,000</b>	<a href="#">EEF Teaching Assistant Interventions +4 months</a> 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.	3, 6
Tim's Group (SaL) <b>£9,000</b>	<a href="#">EEF Oral Language Intervention +6 months</a> 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.	3, 6

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

Budgeted cost: **£52,814**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a full time Learning Mentor who is also on the Safeguarding Team <b>£7,000</b>	<a href="#">EEF Metacognition and self-regulation +7 months</a> <a href="#">EEF Social &amp; Emotional Learning +4 months</a> 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

<p><b>New for 2022-23</b></p> <p>Embedding principles of good practice set out in the DfE's '<a href="#">Improving School Attendance Advice</a>'</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p><b>£6,500</b></p>	<p><a href="#">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></p>	<p>1, 5</p>
<p><b>New for 2022-23</b></p> <p>Parental workshops for curriculum areas and support</p> <p>Release time for teachers to lead workshops</p> <p><b>£1,000</b></p>	<p><a href="#">EEF Parental engagement +4 months</a></p> <p>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</p>
<p>Access to Breakfast Club and After School Club</p> <p><b>£2,000</b></p>	<p><a href="#">EEF +2 months</a></p> <p>We are aware that some families need support with attending and funding breakfast and after school club for families on low income.</p> <p>Over 20% of the spaces available are allocated to disadvantaged families.</p> <p>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.</p> <p>Supporting resources: The EEF has independently evaluated the <a href="#">Magic Breakfast programme</a>.</p>	<p>1, 8</p>
<p>Access to internal &amp; external clubs</p> <p><b>£7,000</b></p>	<p><a href="#">EEF Aspiration Interventions +0 months</a></p> <p><a href="#">EEF Physical Activity +1 month</a></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>	<p>5, 6, 8</p>

Uniform, sports kits and other resources <b>£200</b>	<a href="#">EEF School Uniform +0 months</a> We believe that all our children should all wear our Hazelwood uniform/kits so that they have strong sense of belonging and pride.	5, 8
<b>New for 2022-23</b> School is able to support parents unable to contribute for trips, enrichment opportunities, residential and workshops due to the cost of living crisis <b>£8,000</b> <i>96 children x £50 per year for trips &amp; support for residential and enrichment/focus weeks</i>	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.	6, 8
Access to the Orchard (sensory room to support positive starts to school) and the Hub (Breakout spaces) <b>£5,000</b>	<a href="#">EEF Metacognition and self-regulation +7 months</a> 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
Debating, self-confidence, articulation, drama skills support from external provider – John Gilbert <b>£5,500</b>	<a href="#">EEF Oral Language Interventions +6 months</a> 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.	1, 5, 6, 7, 8
Contribution to the Enfield Town Schools’ Partnership (ETSP) enrichment programme <b>£750</b>	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
Lego Club, time in the Hub linked to reward charts <b>£2,500</b>	<a href="#">EEF Behaviour Intervention +4 months</a> Behaviour interventions seek to improve attainment by reducing challenging behaviour and improving discipline which also aim to support greater engagement in learning. This intervention is aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities.	5, 6, 7
Forest School Programme (total cost is £12.5k) <b>£4,000</b>	<a href="#">EEF Social &amp; Emotional Learning +4 months</a> <a href="#">EEF Physical Activity +1 month</a> 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

Contingency fund for acute issues. <b>£3,364</b>	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
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**Total budgeted cost: £151,432**

## **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 2021 to 2022 academic year.

Relevant data has been provided in the top section of the strategy so that it can be directly compared. Further data can be provided on request.