



Hazelwood Schools

Pupil Premium

Policy

Reviewed and Adopted: **Summer 2025**

Reviewed by: SLT/LTS committee

Next Review: **Summer 2028**

Review every three years

Please note that this Pupil Premium Policy should be read in conjunction with the Pupil Premium Strategy which can be found on the school website.

Intent

At Hazelwood Schools, we have high aspirations and ambitions for our children and we believe that no child should be left behind. We are determined to ensure that our children are given the opportunity to realise their full potential in line with our school vision and values.

The graphic features the Hazelwood Schools logo (a red circle with a white 'H' and 'HAZELWOOD SCHOOLS' text) on both the top left and top right. The main title 'Our Vision and Values' is written in large, bold, red font in the center. Below the title is a paragraph: 'At Hazelwood, we believe in nurturing responsible citizens to achieve educational excellence by inspiring awe and wonder through a real, relevant, immersive and purposeful curriculum.' Underneath this paragraph is a grid of twelve circular icons, each representing a value: Respect (globe), Kindness (hands holding a heart), Resilience (rocket), Responsibility (document with 'My Jobs'), Courage (silhouette of a person with arms raised), Appreciation & Understanding (globe with people icons), Ambition (mountain with flag), Creativity (brain with icons), Teamwork (hands in a circle), Trust (two children talking), Honesty (hand holding a red heart), and Fairness (balance scale). Below the icons is the text 'Our shared values are at the heart of all we do.' and the slogan 'Believe and Achieve' in large, bold, red font.

Our Vision and Values

At Hazelwood, we believe in nurturing responsible citizens to achieve educational excellence by inspiring awe and wonder through a real, relevant, immersive and purposeful curriculum.

Respect Kindness Resilience Responsibility Courage Appreciation & Understanding

Ambition Creativity Teamwork Trust Honesty Fairness

Our shared values are at the heart of all we do.

Believe and Achieve

Pupil Premium funding represents a proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect.

At Hazelwood, teaching and learning is based on the cycle of using Assessment for Learning and quality first teaching in conjunction with adaptive teaching to support pupil progress. This minimises lost learning and promotes high achievement, so the emphasis is on all pupils making at least good progress as well as specific actions to narrow / close the gap for individuals and specific groups.

Pupil Premium funding will be allocated following a needs analysis of the children receiving the grant. Early intervention, building independence, developing communication skills and targeting gaps should enable children to make at least good progress.

Background

The Pupil Premium is a Government initiative that targets additional funding at children from disadvantaged backgrounds. Research shows that children from disadvantaged backgrounds underachieve compared to their non-disadvantaged peers. The Premium is provided to enable these children to be supported to reach national expectations and their full potential.

The Government has used pupils entitled to free school meals (FSM), Looked After Children (LAC) Post Looked After Children (PLAC) and service children as indicators of deprivation, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six-year period. At Hazelwood, we will be using the indicator of those eligible for FSM, LAC and PLAC as well as identified vulnerable groups as our target children to close the gap regarding attainment and to provide opportunities that would otherwise be unavailable to our vulnerable groups.

Implementation

When making decisions about using pupil premium funding, we see it as vital to consider the context of our school and the subsequent challenges our children and families face. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Key Principles

By following the key principles below, we believe we can maximise the impact of our Pupil Premium spending.

We will provide a culture where:

- Staff believe in **ALL** children and believe that every child can achieve educational excellence
- There are no excuses made for underperformance
- Staff adopt a solution-focused approach to overcoming barriers
- Staff nurture our children to be responsible citizens and to develop ambition for themselves
- Staff support children to develop respect, responsibility and resilience.

Analysing Data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- We identify underachieving groups to ensure that we are focusing on accelerating progress for the right children
- We track children’s attendance and punctuality to ensure that it is not impacting on their progress
- We use research to support us in determining the strategies and interventions that will be most effective

Identification of Children

We will ensure that:

- A rigorous structure for monitoring Pupil Progress is used to ensure that additional support is focused and PP children are being picked up in the interventions and targeted teaching opportunities the school run
- All staff are aware of who pupil premium and vulnerable children are
- All pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining children)
- Children’s individual needs are considered carefully so that we provide support for those children who could be doing “even better if...”

Support for our Children

As well as the quality first teaching provided by our well-trained staff, we will ensure that any additional support we provide to our children is effective by:

- Looking at the individual and collective needs of the children and identifying barriers to learning
- Ensuring regular communication between all stakeholders
- Using trained and skilled staff to provide high quality interventions and a programme of targeted teaching
- Working with other agencies to bring in additional expertise
- Providing enrichment opportunities, including subsidising school journeys, experiences and trips, that will support our vision
- Providing support for parents in order to support the whole family
- Recognising and building on children's strengths to further boost confidence (e.g. through enrichment opportunities and school clubs)
- Downsizing (smaller groups) and targeted teacher from well-trained members of staff
- Employ an out-of-class full time learning mentor
- Employ admin staff to monitor attendance and work with Enfield's Educational Welfare Officer (EWO) and families

In our determination to ensure that ALL children can reach their full potential and succeed, we recognise the need for - and are committed to - providing completely individualised interventions and targeted teaching programmes for set periods of time to support children in times of crisis.

Monitoring and Evaluation

The School publishes the Pupil Premium Strategy Statement on the school website. This reviews the impact of expenditure for the previous year and sets out the desired outcomes for the next academic year. The plan identifies clear strategies, linked to targeted outcomes, which the school tracks to ensure that funds improve outcomes for all Pupil Premium children.

We will ensure that:

- A wide range of data is used – achievement data, pupils' work, observations, learning walks, Leuven Scales, case studies, and staff, parent/carers and pupil voice
- Assessment data is collected frequently so that the impact of interventions can be monitored regularly
- Teacher assessments are closely moderated to ensure they are accurate
- Teaching staff attend and contribute to pupil progress meetings each term and children being identified is reviewed
- Regular feedback about performance is given to children and parents
- Interventions and targeted teaching programmes are adapted or changed if they are not working
- Case studies are used to evaluate the impact of teaching and learning as well as pastoral interventions
- A designated member of the SLT maintains an overview of Pupil Premium spending
- A Governor is given responsibility for Pupil Premium

The Governing Body is responsible for overseeing the provision for the children in receipt of the Pupil Premium grant. Within school there is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of Pupil Premium children's learning, progress and success.

The Governing Body ensures that this information and policy is up-dated every three years and frequently raises questions around how the school is diminishing the difference for children eligible for Pupil Premium funding.