

# Hazelwood Schools

## Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the **2021 to 2022** academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

The EEF (Education Endowment) Toolkit was used alongside what has worked previously in school when deciding the evidence or rationale for the schools' action.

See the link for further information - [EEF Pupil Premium Toolkit](#)

### School Overview

Detail	Data
Name of school	Hazelwood Schools
Number of pupils in school	<b>Total: 691</b> 349 Infant School 342 Junior School
Proportion (%) of pupil premium eligible pupils	<b>Total: 105 (15%)</b> 37 Infant pupils 68 Junior pupils
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	<b>2021-22 &amp; 2022-23 &amp; 2023-24</b>
Date this statement was published	November 2021
Date on which it will be reviewed	April 2022
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	<b>Total £140,810</b>
Recovery premium funding allocation this academic year	<b>Total £14,210</b>
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£155,020</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're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged 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 and 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	Wellbeing, mental health and safeguarding concerns
6	Social skills and enrichment opportunities
7	Behaviour incidences and exclusions

## 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</b> levels improve	To show improvement on the 2020-21 levels Persistent Absence Levels – Infants: 11.6% (13.7% for PP) Persistent Absence Levels – Juniors: 14.6% (29.8% for PP)																																																																
<b>Y6 &amp; Y2 combined attainment</b> (Reading, Writing and Maths) is <b>above the national averages for Age Related Expectations and Greater Depth</b> . <b>Y6 progress</b> is at least <b>good in Reading, Writing and Maths</b> .	To show improvement on the 2020-21 data <table border="1" style="margin-bottom: 10px;"> <thead> <tr> <th colspan="2"></th> <th colspan="4">CP 6 (July)</th> </tr> <tr> <th colspan="2"></th> <th colspan="2">% on track</th> <th rowspan="2">% above</th> <th rowspan="2">Prog</th> </tr> <tr> <th colspan="2"></th> <th>Secure -1</th> <th>Secure/ ARE</th> </tr> </thead> <tbody> <tr> <td rowspan="3">YR6</td> <td>R</td> <td>77.5</td> <td>70.8</td> <td>39.3</td> <td>7.69</td> </tr> <tr> <td>W</td> <td>64</td> <td>59.6</td> <td>27</td> <td>7.38</td> </tr> <tr> <td>M</td> <td>70.8</td> <td>65.2</td> <td>36</td> <td>7.57</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2"></th> <th colspan="4">CP 6 (July)</th> </tr> <tr> <th colspan="2"></th> <th colspan="2">% on track</th> <th rowspan="2">% above</th> <th rowspan="2">Prog</th> </tr> <tr> <th colspan="2"></th> <th>Secure -1</th> <th>Secure/ ARE</th> </tr> </thead> <tbody> <tr> <td rowspan="3">YR2</td> <td>R</td> <td>67.4</td> <td>57.3</td> <td>12.4</td> <td>7.22</td> </tr> <tr> <td>W</td> <td>66.3</td> <td>58.4</td> <td>7.9</td> <td>7.2</td> </tr> <tr> <td>M</td> <td>67.4</td> <td>57.3</td> <td>10.1</td> <td>6.94</td> </tr> </tbody> </table>			CP 6 (July)						% on track		% above	Prog			Secure -1	Secure/ ARE	YR6	R	77.5	70.8	39.3	7.69	W	64	59.6	27	7.38	M	70.8	65.2	36	7.57			CP 6 (July)						% on track		% above	Prog			Secure -1	Secure/ ARE	YR2	R	67.4	57.3	12.4	7.22	W	66.3	58.4	7.9	7.2	M	67.4	57.3	10.1	6.94
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<b>Y1 Phonics check</b> attainment is <b>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)																																																																

<p><b>EYFS is at national average for GLD</b></p>	<p>To show improvement on the 2020-21 levels</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>% Expected</th> <th>% Exceeding</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td rowspan="17">Rec</td> <td>ELG 1</td> <td>58%</td> <td>12%</td> <td>5.37</td> </tr> <tr> <td>ELG2</td> <td>55%</td> <td>12%</td> <td>5.3</td> </tr> <tr> <td>ELG3</td> <td>54%</td> <td>12%</td> <td>5.41</td> </tr> <tr> <td>ELG4</td> <td>80%</td> <td>12%</td> <td>5.19</td> </tr> <tr> <td>ELG5</td> <td>60%</td> <td>9%</td> <td>5.22</td> </tr> <tr> <td>ELG6</td> <td>57%</td> <td>8%</td> <td>5.36</td> </tr> <tr> <td>ELG7</td> <td>56%</td> <td>8%</td> <td>5.41</td> </tr> <tr> <td>ELG8</td> <td>57%</td> <td>8%</td> <td>5.23</td> </tr> <tr> <td>ELG9</td> <td>51%</td> <td>12%</td> <td>5.39</td> </tr> <tr> <td>ELG10</td> <td>52%</td> <td>10%</td> <td>5.34</td> </tr> <tr> <td>ELG11</td> <td>55%</td> <td>12%</td> <td>5.36</td> </tr> <tr> <td>ELG12</td> <td>49%</td> <td>12%</td> <td>5.4</td> </tr> <tr> <td>ELG13</td> <td>53%</td> <td>13%</td> <td>5.33</td> </tr> <tr> <td>ELG14</td> <td>52%</td> <td>15%</td> <td>5.41</td> </tr> <tr> <td>ELG15</td> <td>76%</td> <td>18%</td> <td>5.43</td> </tr> <tr> <td>ELG16</td> <td>64%</td> <td>25%</td> <td>5.65</td> </tr> <tr> <td>ELG17</td> <td>46%</td> <td>21%</td> <td>5.42</td> </tr> </tbody> </table>			% Expected	% Exceeding	Progress	Rec	ELG 1	58%	12%	5.37	ELG2	55%	12%	5.3	ELG3	54%	12%	5.41	ELG4	80%	12%	5.19	ELG5	60%	9%	5.22	ELG6	57%	8%	5.36	ELG7	56%	8%	5.41	ELG8	57%	8%	5.23	ELG9	51%	12%	5.39	ELG10	52%	10%	5.34	ELG11	55%	12%	5.36	ELG12	49%	12%	5.4	ELG13	53%	13%	5.33	ELG14	52%	15%	5.41	ELG15	76%	18%	5.43	ELG16	64%	25%	5.65	ELG17	46%	21%	5.42
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<p><b>Pupil Premium</b> children achieve <b>ARE</b> and make <b>good progress</b> across the whole school</p>	<p>To show improvement on the 2020-21 levels</p> <table border="1"> <thead> <tr> <th></th> <th>ARE</th> <th>Secure -1</th> <th>Secure</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>50%</td> <td></td> <td>50%</td> </tr> <tr> <td>Y2</td> <td>58%</td> <td></td> <td>50%</td> </tr> <tr> <td>Y3</td> <td>53%</td> <td></td> <td>17%</td> </tr> <tr> <td>Y4</td> <td>47%</td> <td></td> <td>20%</td> </tr> <tr> <td>Y5</td> <td>37%</td> <td></td> <td>26%</td> </tr> <tr> <td>Y6</td> <td>33%</td> <td></td> <td>29%</td> </tr> </tbody> </table>		ARE	Secure -1	Secure	Y1	50%		50%	Y2	58%		50%	Y3	53%		17%	Y4	47%		20%	Y5	37%		26%	Y6	33%		29%																																														
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<p>All children are provided opportunities to support their <b>mental health</b> and <b>wellbeing</b> with specific children identified for <b>additional support</b> as appropriate</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 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>All children are provided <b>enrichment opportunities</b> for their <b>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> </ul> <p>The outcomes of this will be measured by increased participation for PP children in enrichment activities, based on previous enrichment participation data. Evidence will also be gathered from: pupil and parent voice; teacher reports and feedback; engagement in lessons (via Leuven Scales when implemented); and through qualitative commentary.</p>																																																																										
<p>Number of <b>incidences</b> and <b>exclusions</b> (both internal and external) are <b>decreased</b></p>	<p>Number of red card incidences for individuals across the school decreased based on data from previous years and pre-pandemic. Access to Learning Mentor to support behaviour. Learning Mentor records, behaviour charts and pupil/parent voice will enable us to measure the outcome of these initiatives.</p>																																																																										

## Activity in This Academic Year

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

### Teaching *(for example, CPD, recruitment and retention)*

**Budgeted cost: £25,000**

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 training and release time. <b>£2,500</b></p>	<p>EEF Phonics +5</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. <b>£1,500</b></p>	<p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</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>Middle leaders released to raise standards in Teaching and Learning, access training &amp; professional development <b>£10,000</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, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.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></p>	2, 3, 4
<p>Early Leadership training/course for 4 members of staff</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p>	2, 3, 4

(There is no cost for NPQs but there is a cost for release time) <b>£6,000</b>		
Training and professional development for staff at all levels <b>£5,000</b>	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.	2, 3, 4, 5, 6

### Targeted Academic Support *(for example, tutoring, one-to-one support structured interventions)*

**Budgeted cost: £78,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tutoring (first £10,935 funded)  <b>£4000 contribution from school</b>	EEF +4 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 in Y5 & Y6 <b>£6,000</b>	EEF Reduce Class sizes +2 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
Assistant Headteachers deployed to downsize Maths in Y5 & Y6 <b>£24,000</b>	EEF Reduce Class sizes +2 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.	4
Assistant Headteacher deployed to deliver phonics intervention <b>£11,000</b>	EEF Phonic support +5 Phonics approaches have a strong evidence base that indicates a positive impact on the	2,3

	<p>accuracy of word reading particularly for disadvantaged pupils</p> <p>Small group tuition enables the teaching to focus exclusively on a small number of learners, which is more intensive providing support for those learners who are falling behind to ensure effective progress.</p>	
<p>Specific tutoring (not based on School Led Tutoring)</p> <p><b>£2,500</b></p>	<p>EEF 1:1 +5</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
<p>Neli (EY SaL)</p> <p><b>£5,000</b></p>	<p>EEF Oral Language Intervention +6</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</p> <p><b>£5,000</b></p>	<p>EEF Small Group Tuition +4</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
<p>Music Tuition</p> <p><b>£2,500</b></p>	<p>EEF Arts Participation +3</p> <p>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>	6
<p>Gross Motor Skills</p> <p><b>£9,000</b></p>	<p>EEF Teaching assistant Interventions +4</p> <p>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-</p>	3, 6

	class. The role can also include administrative support.	
Tom's Group (SaL) <b>£9,000</b>	EEF Oral Language Intervention +6 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 *(for example, related to attendance, behaviour, wellbeing)*

**Budgeted cost: £52,020**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a full time Learning Mentor who is also on the DSL team <b>£7,000</b>	EEF Metacognition and self-regulation +7 EEF Social & Emotional Learning +4 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
Attendance Officer appointed to work 2 day a week to analyse attendance and contact low attenders. Also to complete First Day Calling and support families to raise attendance / punctuality. <b>£6,000</b>	EEF Parental engagement +4 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.	1, 5
Access to Breakfast Club and After School Club 11 Pupil Premium children attend. We pay the full cost for 3 children <b>£6,000</b>	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 allocated to disadvantaged families.	1
Access to internal & external clubs <b>£6,000</b>	EEF Aspiration Interventions +0 EEF Physical Activity +1 Physical activity refers to approaches that engage pupils in sports, dance, or any kind of physical exercise. This might be through organised after	5, 6



	<p>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>Whole Staff well-being training (one day) delivered by NSMTC <b>£2,000</b></p>	<p>During the Covid pandemic, wellbeing of staff was highlighted as an area that needed to be addressed. Equally, supporting teachers to support children's wellbeing was highlighted.</p>	5
<p>Uniform, sports kits and other resources <b>£500</b></p>	<p>EEF School Uniform +0</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
<p>Funding educational trips, residential and workshops <b>£2,000</b></p>	<p>We are aware that some families need support in order to provide enrichment opportunities for their children, as well as the cultural capital needed to thrive.</p>	6
<p>Access to the Orchard (sensory room to support positive starts to school) and the Hub (Breakout spaces) <b>£5,000</b></p>	<p>EEF Metacognition and self-regulation +7</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 <b>£5000</b></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
<p>Contribution to the Enfield Town Schools' Partnership (ETSP) enrichment programme <b>£750</b></p>	<p>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.</p>	6
<p>Lego Club linked to reward charts <b>£2,500</b></p>	<p>EEF Behaviour Intervention +4</p> <p>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</p>	5, 6, 7

	low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities.	
Forest School Programme <b>£4,000</b>	EEF Social & Emotional Learning +4 EEF Physical Activity +1 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
Contingency fund for acute issues. <b>£3,000</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
Contingency fund for enrichment activities <b>£2,270</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 when enrichment opportunities are offered to our children.	All

**Total budgeted cost: £155,020**

## **Monitoring and Review of the Policy**

The Pupil Premium Strategy document is regularly reviewed as part of an overall review of the provision for our disadvantaged children. The provision is monitored by class teachers and support staff, the Year Group Leaders and Phase Leaders, who report to the Pupil Premium Lead for their overall review and evaluation of the processes, provision and policy, in line with our vision for all children. This review takes place at each assessment check point (three times per year) to monitor whether the gap between the disadvantaged children and non-disadvantaged children is closing.

## Part B: Review of Outcomes in The Previous Academic Year

### Pupil Premium Strategy Outcomes (Review of 2020 – 2021)

This details the impact that our pupil premium activity had on pupils in the **2020 to 2021** academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*

*The internal data below is based on NFER Standardised Assessments and teacher assessments.*

All Pupils Attainment				
Year Group	Reading	Writing	Maths	Combined
Y1	76%	72%	71%	69%
Y2	57%	58%	57%	53%
Y3	60%	46%	56%	43%
Y4	48%	44%	42%	38%
Y5	64%	52%	65%	49%
Y6	71%	60%	65%	56%

This table shows that next year we need to support the cusp children to reach ARE in all subject areas.

Attainment for the Pupil Premium children only (per subject and combined)					
Year Group	Reading	Writing	Maths	Cusp	ARE
Y1 (12)	58%	50%	50%	50%	50%
Y2 (11)	45%	45%	45%	58%	50%
Y3 (18)	28%	22%	28%	53%	17%
Y4 (19)	32%	22%	26%	47%	20%
Y5 (20)	40%	30%	40%	37%	26%
Y6 (24)	50%	33%	46%	33%	29%

This table shows that on average pupil Premium children made accelerated progress across the school in Reading, Writing and Maths (except Y1 Maths).

In some cases Pupil Premium children made better progress than non-pp pupils, particularly in Y2.

Comparison of Progress between Pupil Premium (PP) and Non PP						
Year Group	Reading		Writing		Maths	
	PP	Non PP	PP	Non PP	PP	Non PP
Y1 (12)	6.45	7.67	6.18	7.35	5.72	7.63
Y2 (11)	7.50	7.18	7.50	7.14	7.33	6.87
Y3 (18)	6.67	7.5	6.46	6.85	6.07	7.25
Y4 (19)	7.08	7.13	6.85	6.88	7.00	6.94
Y5 (20)	8.23	7.93	6.83	7.06	8.11	8.38
Y6 (24)	6.88	8.02	6.46	7.74	6.87	7.84

<b>Phonics</b>		
	Nov 2020	Retake (July 2021)
<b>Y1</b>	N/A	81%
<b>Y2</b>	83%	92%

*We recognise that the internal Pupil Premium data is significantly below what would be expected at Hazelwood Schools. The data is comparable to our internal data for non-Pupil Premium children and shows the greater picture of our schools needing to support ALL children with recovery from Covid and support our teachers with accuracy of assessments in a pandemic year.*

*The School Improvement Plan focuses on improving the outcomes for all pupils in each of the core curriculum areas.*