

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.

School overview

Detail	Data
School name	Hadley Wood
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	15/210 = 7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	September 2021
Date on which it will be reviewed	January 2022
Statement authorised by	Fran Worby
Pupil premium lead	Paula Bertram
Governor / Trustee lead	Samar Mamattah

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20140
Recovery premium funding allocation this academic year	£6900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£27040

Part A: Pupil premium strategy plan

Statement of intent

At Hadley Wood Primary School, we value the abilities and achievements of all of our pupils, and are committed to providing each pupil with the best possible environment for learning. We recognise that each child is unique and will have different needs, which may well vary throughout their time in the school. We have planned to spend our Pupil Premium Grant (PPG) to provide our most disadvantaged pupils with the support that they need to become 'confident, capable and caring' young citizens. Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the challenges to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly. We are committed to meeting their pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is entitled to Free School Meals, and consequently the Pupil Premium Grant, is valued, respected and entitled to develop to his/her full potential, irrespective of disadvantage.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common challenges (barriers) to learning for disadvantaged 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' approach.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- ✓ For our non-SEN children who are in receipt of the Pupil Premium grant to achieve at least as well as their non-SEN peers.

Our pupil premium strategy has a focus on identifying gaps in learning and providing relevant interventions to support pupils to make accelerated progress to close or reduce the gap in attainment.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives

The range of provision the Senior Leadership Team consider making for this group include providing:

- Targeted support for children who are achieving below expectations for their year group.
- Emotional support from the Learning Mentor to provide opportunities to improve self-confidence, self-esteem, emotional regulation, wellbeing and engagement.
- Improving effective responses for pupils who struggle to regulate their behaviour, possibly as a result of previous trauma.
- Curriculum development to support high expectations and good progress for all pupils regardless of their starting point.
- Mentoring program to enable pupils to identify ways to close the attainment gap and promote high aspirations and a positive growth mind-set.

Background

The Pupil Premium Grant is allocated to children from low-income families who are currently known to be eligible for FSM in both mainstream and non-mainstream settings and children who have been looked after continuously for more than six months. It is also used for pupils who have been on the FSM register but no longer qualify. Schools have the freedom to spend the grant, which is additional to the underlying school's budget, in a way they think will best support the raising of attainment for the most vulnerable pupils.

In order to meet the above requirements, the Governing Body and staff of Hadley Wood Primary will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. As part of the additional provision made for pupils who belong to vulnerable groups, the Governors and staff of the school will ensure that the needs of socially disadvantaged pupils are adequately assessed and clarified at termly pupil progress meetings. In making provision for socially disadvantaged pupils, the Governors and staff of Hadley Wood Primary recognise that not all pupils who receive free school meals will be socially disadvantaged. The Governors and staff also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. They therefore reserve the right to allocate the Pupil Premium Grant to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Identification, implementation and development of provision

We believe in maximising the use of the PPG by aligning it with the SDP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn. Academic intervention in addition to social, emotional and behavioural support is implemented through termly Pupil Progress Meetings. Analysis of tracking and progress is used as a vehicle to identify concerns and presenting issues and also as a measure of impact during the review process. In addition, the school regularly considers current provision available in school and seeks to expand the range of support on offer; from within, through training or from without by accessing external expertise. The school sees staff training in specific areas of expertise as a means to maximise value for money and ensure the longevity of PPG funded provision for future groups of pupils in school. For example, training teaching assistants in order to implement and deliver more effective interventions such as MIDAS and IDL. All PPG funded intervention and provision is assessed and evaluated to measure impact. Subsequently, activities are either maintained or modified for future implementation and any ineffective approaches are stopped.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Narrowing the attainment gap across Reading, Writing, Maths and Science
2	Low levels of resilience and engagement in learning in class
3	A lack of parental engagement in Reading resulting in low levels of vocabulary and communication
4	Frequent behaviour difficulties within a core group of children through a lack of self-regulation
5	Access to enrichment experiences and opportunities to boost confidence and develop cultural capital affecting well-being and expectations for learning

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
Progress in reading	Achieve national average progress scores in KS2 Reading
Progress in writing	Achieve national average progress scores in KS2 writing
Progress in mathematics	Achieve national average progress scores in KS2 mathematics
Increased behaviour for learning seen in all classes across the school	Learning walks and visits highlight that all children are actively engaged in their learning in every lesson across the curriculum
Pupils eligible for PP have access to enrichment opportunities and other opportunities to boost confidence, well-being and expectations for learning.	At least 80% of non-SEN pupils eligible for PP meet ARE and pupil surveys reflect an increase in well-being.
The school environment consistently supports independent learning across the curriculum.	Outcomes from the pupil survey showcase pupils are aware of how to make informed choices about the resources available to them to support independent learning.

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: £ 8,834

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD in core subjects for all staff and purchase associated resources to support effective delivery of quality first teaching.</p> <p>Growth Mindset & Metacognition Music PSHE Geography History</p> <p><i>(Contributions towards subscriptions £2234)</i></p>	<p>EEF guide to pupil premium – tiered approach – quality first teaching is the top priority, including CPD.</p> <p>We have again allocated some of our Pupil Premium Grant to raise staff awareness of the importance of 'learning to learn', building resilience in pupils and developing a deep understanding of the importance of positive Mental Health. We identified that many of our PP children lacked the skillset to challenge themselves when faced with a tricky task. They were unable to recognise that failure is an important part of the learning process. By ensuring high-quality teaching across the curriculum, we can ensure the most disadvantaged pupils make the greatest amount of progress.</p> <p>The Growth Mindset approach to learning across the school needs to be embedded this year, to ensure pupils understand the importance of failure within learning.</p>	<p>1, 2 & 5</p>
<p>CPD to improve communication and oral language skills for children across the school to develop vocabulary and language through the three tiers word list including academic word list to build cultural capital for disadvantaged pupils.</p> <p><i>(Cost of training and supply costs of release for staff members to attend training to be confirmed)</i></p>	<p>EEF (+6)</p> <p>Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.</p> <p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>Pupils need vocabulary development to secure communication and oral language skills.</p> <p>Ensure skilful questioning and listening</p>	<p>1, 2, 3 & 5</p>

	opportunities are developed to deepen understanding and develop oracy.	
<p>CPD to improve reading and writing skills for children across the school. RWI Resources T4W Resources</p> <p><i>(Contributions towards purchasing of high-quality phonics scheme (£2100 and development of the school library estimated £3000) = total of £5100)</i></p>	<p>EEF (+5)</p> <p>Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them.</p> <p>RWI and T4W initiatives introduced last year need to be embedded this year and new staff supported to deliver a consistent approach to learning to read and write throughout the school. Purchase of additional books to ensure the scheme is delivered consistently across KS1 and where needed for interventions in KS2.</p>	1, 3 & 5
<p>The school environment consistently supports independent learning across the curriculum developing Growth Mindset and metacognition.</p> <p><i>(No cost)</i></p>	<p>EEF (+7)</p> <p>Metacognition and self-regulation: Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>Classrooms and communal school areas have been decluttered and display boards utilised to showcase key information and vocabulary for a range of curriculum subjects, including reading, writing, maths and humanities.</p>	1,2,4 & 5
<p>CPD: E-TIPs: Enfield – Trauma Informed Practice training.</p> <p><i>(No cost for training but cost of paying teaching assistant and teachers not contracted to work on INSET days to attend training est £1500)</i></p>	<p>EEF (+4)</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. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.</p> <p>Whole staff training to support knowledge and practice of supporting pupils who are or have previously experienced trauma to develop effective responses to pupils who become dysregulated to support the child/children's emotional wellbeing and levels of engagement.</p>	2,4,5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £16,206

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early morning booster groups for identified PP children</p> <p><i>(Cost of resources purchased to deliver early morning booster sessions £50)</i></p>	<p>EEF (+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> <p>Having analysed our cohorts, we have identified that our Year 4 and Year 5 cohort both need additional support in mathematics to address the gaps in their learning from the Covid school closure. Weekly before school Maths booster sessions to support good progress in maths ensuring children in receipt of the Pupil Premium grant are given opportunities to excel academically.</p>	<p>1, 2,</p>
<p>PP Champions: All class teachers to engage one PP child who they will support for half an hour per week on a 1:1 basis, within directed time, to support accelerated learning.</p>	<p>EEF (+2)</p> <p>Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. Mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.</p> <p>Mentors typically build relationships with young people by meeting with them one to one for about an hour a week over a sustained period, either during school, at the end of the school day, or at weekends. In some approaches mentors may meet with their mentees in small groups.</p> <p>Weekly mentor meetings to champion children eligible for the pupil premium grant to facilitate increased engagement, wellbeing,</p>	<p>1,2,4 & 5</p>

	<p>growth mindset and 1:1 academic support to make good progress this year. A PP plan will be put into place where each week a new target will be set to encourage PP children to achieve resilience and persist when faced with difficulties. The mentoring program to enable pupils to identify ways to close the attainment gap and promote high aspirations.</p>	
<p>Before school and after school reading boosters for PP children to support good progress in reading.</p> <p><i>(Est 35 children across the school to receive small group reading provision 2 x 30 minutes sessions per year group)</i></p>	<p>EEF (+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> <p>Booster sessions held in the summer term, 2021, facilitated good progress for disadvantaged pupils. As a result, we have decided to continue them throughout the 2021-2022 academic year to support children whose parents struggle to support reading at home.</p>	1,2, 4 & 5
<p>Year 6 boosters for PP Children.</p> <p><i>(Cost of resources purchased to deliver early morning booster sessions £330)</i></p>	<p>EEF (+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> <p>Booster sessions for PP children in Year 6 to support achieving ARE for reading, SPAG, writing and maths.</p>	1,2, 4 & 5
<p>Homework club to target PP children and will be run by HT.</p>	<p>EEF (+5)</p> <p>Homework refers to tasks given to pupils by their teachers to be completed outside of usual lessons.</p> <p>Homework activities vary significantly, particularly between younger and older pupils, including but not limited to home reading activities, longer projects or essays and more directed and focused work such as revision for tests.</p>	1,2

	<p>Some disadvantaged children do not always engage with homework activities. After school Homework Club will provide weekly teacher support for pupils to continue to consolidate concepts and extend learning contributing towards accelerated progress. All PP children to make expected progress. They will be monitored closely during pupil progress meetings.</p>	
<p>Full time Learning Mentor to support the emotional wellbeing of pupils.</p> <p><i>(Contribution to the Learning Mentor salary)</i></p>	<p>EEF (+4)</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. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.</p> <p>Following lockdown, the decision was made to create a Learning Mentor role to support the emotional wellbeing and mental health of pupils across the school with a particular focus on our Pupil Premium children whose emotional state and challenging interactions were a barrier to their learning.</p>	2,4,5
<p>Introduce Learning Mentor assessment to highlight improvements in outcomes for pupils.</p>	<p>Trial Readiness Scale to record progress for pupils accessing support from the Learning Mentor to monitor effectiveness of interventions and document progress for self-control, social skills, self-awareness and confidence, skills for learning and approach to learning.</p>	1, 2, 5
<p>Class teachers to adapt and personalise the curriculum, where relevant to meet each child's individual needs.</p>	<p>EEF (+4)</p> <p>Individualised instruction - providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored—particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum—will be more effective.</p> <p>A personalised curriculum is needed for those children who find it a challenge to independently access the curriculum for their year group to reflect their additional needs, including SEMH.</p>	1,2,5 & 7

PPPP, Pupil Premium Personal Profile for each child eligible for the PPG to document barriers to learning, support, interventions and attainment over time.	Detailed records of attainment in the form of a Pupil Premium Personal Profile will be kept by the Inclusion Manager and updated by class teachers to reflect provision, support and attainment following each check point.	1
---	---	---

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupils eligible for PP have access to enrichment opportunities and other opportunities to boost confidence, well-being and expectations for learning.</p> <p><i>(Est cost of payment towards attendance at clubs and supporting contributions for low-income families to attend trips - £1500)</i></p>	<p>Target disadvantaged pupils to attend after school and enrichment clubs. Higher levels of self-confidence, challenge and opportunities within school impacting on expectations for learning. Pupils are seen in lessons engaging independently with their learning. Regular PP meetings for all stakeholders to ensure enhanced outcomes.</p>	5
<p>The environment consistently supports independent learning across the curriculum.</p> <p><i>(Cost of training and supply costs of release for staff members to attend training to be confirmed)</i></p>	<p>EEF (+6)</p> <p>Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.</p> <p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>Evidence suggests the importance of developing vocabulary. As a school we will therefore develop the use of core vocabulary in wider curriculum subjects. Ensure pupils are made</p>	1, 2 & 5

	aware of this and working walls are used effectively to promote core vocabulary.	
Create a reading area which promotes a love for learning.	All classrooms to continue to develop reading corners and for each Key Stage to have a designated library to support a broad and balanced curriculum and a space for independent learning.	1,3 & 5
Extend the working hours of the support staff to facilitate setting up the outdoor classroom for EYFS, 8.00am start.	Both the indoor and outdoor classroom will mirror each other and offer enriching learning opportunities in the form of enabling environments to ensure our youngest pupils make the most amount of progress.	1,2,3 & 5
<p>CREW Week: Enrichment week to support Creativity, Resilience, Engagement and Wellbeing.</p> <p><i>(Est cost of resources, workshops and training for CREW week ; £500)</i></p>	<p>EEF (+7)</p> <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</p> <p>A CREW (creativity, resilience, engagement and wellbeing) theme week has been planned for the spring term, 2022, for the whole school (including staff) to develop a greater understanding of the importance of mental health. This will be the third CREW themed week at Hadley Wood School.</p>	1,2,3,4 &5
Parental engagement workshops to enable parents to support their children at home	<p>EEF (+3)</p> <p>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities; and • more intensive programmes for families in crisis. • Inclusion coffee mornings every half term to support parental 	1,3

	engagement using an informal approach.	
Embed and develop Nurture Group provision	<p>EEF (+4)</p> <p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. The interventions themselves can be split into three broad categories:</p> <p>As a result of school closure, the school has seen an increase in SEMH needs. We have also seen an increase in challenging behaviour (behavioural issues) in class. Teaching and support staff have required additional support to manage children's additional needs. Nurture groups were utilised to support children, particularly those eligible for PP, to promote good mental health and wellbeing.</p>	2,4
Class Trust Boxes to provide the opportunity for all pupils to express curiosity and or concern about something that is personal to them.	Trust boxes have been introduced to give all pupils the opportunity to talk about their feelings, worries, curiosities and concerns. Class teachers process comments left and address issues raised either personally or refer to the learning mentor who takes time to talk to those children who need this.	2,4
Develop the use of Forest School to ensure pupils are given opportunities to engage with learning in the outside environment. All classes to have	<p>EEF (+1)</p> <p>Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves.</p> <p>As a school we witnessed the increase in engagement and wellbeing during our two-week taster sessions for each class across the summer term. Throughout the 2021-2022 academic year we will continue to extend the provision of Forest Schools to promote engagement, wellbeing, social skills and learning.</p>	1, 2, 3, 4, 5,

Total budgeted cost: £ 27,040

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 2020 to 2021 academic year.

<p><i>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. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.</i></p> <p><i>If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?</i></p>		
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for all staff on the core principles of Growth Mindset and metacognition and online subscriptions to support curriculum development.</p>	<p>Staff Training time was allocated to develop the recovery curriculum delivered throughout the first half of the autumn term. This was to secure prior learning and identify misconceptions and gaps to direct catch up and intervention programs. School closure from March – September 2020, paused our SDP for the last academic year. As a school, we identified a need to develop quality first-class teaching and develop staff practice to close the attainment gap.</p> <p>Impact: LJ and FW led whole school training on Growth Mindset. Further training was interrupted by the lockdown during the spring term. Impact has been noticed by the change in children’s attitudes and the use of the word ‘yet’. This needs to be revisited and embedded next academic year.</p> <p>Online subscriptions have facilitated all teachers to deliver quality first teaching across the curriculum. As a result of these purchases, resources have supported teachers to adapt to new curriculum initiatives for reading, writing, maths, spelling, art, design and technology, music, PE, history and geography. Impact has been evidenced through learning walks, book looks and data analysis and highlights that first-quality</p>	<p>A, B & F</p>

	<p>teaching and learning has increased engagement and risk taking in lessons.</p>	
<p>Deploying highly skilled additional adults to support the learning within the classroom, allows the teacher to implement greater differentiation and targeted support for children, whether falling behind or in need of stretching.</p>	<p>A skilled HLTA has been deployed to deliver the MIDAS reading intervention across KS2 each afternoon to improve rates of progress and plug gaps in understanding.</p> <p>A skilled HLTA is deployed to support Guided Reading in KS1 with the aim of improving communication and oral language skills across this early stage of reading development.</p> <p>At Hadley Wood, we strive to ensure that we have a highly skilled and motivated TA in every class for at least 0.5 of each day, despite budget cuts, as we believe in the benefit that their support has on the whole class, particularly those in need of challenge and support in all areas of the curriculum.</p> <p>Impact: Whole class MIDAS sessions were implemented during autumn 2020, alongside additional reading intervention groups in KS2, delivered by a highly skilled HLTA. This supported the recovery curriculum for reading. Children gained confidence in reading and were more engaged with their reading as a result. This was evidenced during learning walks.</p> <p>'Read, Write Inc' was introduced at the end of the autumn term as a scheme for EYFS and KS1 pupils to learn phonics and develop reading skills. Each class has phonics lessons in a smaller group to facilitate good progress for all abilities. Those children requiring further support accessed before school and after school booster sessions to promote phonics, reading and comprehension skills to close the gap created by the second lockdown in spring 2021.</p> <p>Impact: Impact is positive, 100% of pupil premium children in EYFS achieved the expected level for phonics, reading and comprehension.</p> <p>KS2 classes moved to whole class reading sessions during the spring term to share and discuss age related and relevant texts, thus exposing all pupils, including those in receipt of the pupil premium grant, to high quality reading material. Those children requiring further support accessed before school and after school booster sessions to promote reading and</p>	

comprehension skills and close the gap created by the second lockdown in spring 2021. Impact can be seen in class with positive levels of engagement and all pupils being exposed to high quality texts, also developing cultural capital. The end of Key Stage assessments (held internally in the 2020-2021 academic year) highlighted

Hadley Wood Primary School (URN: 101994)

Key Stage 1

This is internally collected data for the 2020-2021 academic year. There was no formal assessment this year due to the Covid 19 pandemic.

Percentage achieving the expected standard or higher in reading

Number of pupils = 30

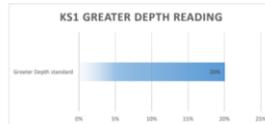
Achieved standard	83%
Did not achieve standard	17%
Total	100%



Percentage achieving greater depth in reading

Number of pupils = 30

Greater Depth standard	20%
------------------------	-----



Higher expectations achieved through quality CPD to develop the curriculum for all staff.

We allocated some of our Pupil Premium Grant to raise staff awareness of the importance of 'learning to learn', building resilience in pupils and developing a deep understanding of the importance of positive Mental Health. We identified that many of our PP children lacked the skillset to challenge themselves when faced with a tricky task. They were unable to recognise that failure is an important part of the learning process. By developing staff understanding of how to deliver quality first teaching to all pupils, we can insure high-quality outcomes for all pupils. There have been a number of training sessions this year to develop outcomes for pupils which include: Growth Mind-set, Mathematics, TfW, and Whole Class reading. The full break down of staff training is kept centrally at the school and reviewed by the Governing Body Staffing Committee.

Impact: End of Key Stage 2 data shows the impact of our Pupil Premium strategy, 100% expected for reading, writing and maths for the child in receipt of the pupil premium grant in Year 6. This has been achieved via a combination of high expectations, supporting all children of the importance of 'learning to learn', building resilience, the importance of positive mental health and in class adjustments, such as the use of focus groups

A, B & F

	<p>to ensure good progress for all pupils across the curriculum.</p> <p>The Recovery Curriculum, implemented in the autumn term, enabled teachers to identify gaps in learning and the time to support pupils to acquire skills and concepts taught in their previous year group.</p> <p>Consistency in provision can be seen in classrooms, lessons and book looks. This will be embedded next academic year with the use of classroom working walls promoting independence and relevant information for current learning. Children will develop their own toolkit for learning so they know how to move forward when faced with a challenge.</p> <p>The use of the Big Question across the curriculum has been embedded this year enabling pupils, as part of their toolkit, to link their learning and prior knowledge, in the form of building blocks, from one unit to the next.</p>	
<p>CPD: English curriculum development for reading and writing.</p>	<p>CPD to develop the English curriculum and teaching strategies to enable all of our pupils (PP and non-PP) to flourish.</p> <p>Impact: RB and LA led whole school Talk 4 Writing training sessions to equip teachers to use this system for developing writing skills for all genres across KS1 and KS2. Impact can be seen as all classes are engaging with this programme and monitoring of writing through learning walks, book looks and data analysis are starting to show an improvement in writing. This needs to be embedded next academic year.</p> <p>RB, LA and LJ provided ongoing individual teacher support to ensure and support all teaching staff with implementing the Talk 4 Writing process, promoting consistency across the school.</p> <p>RB and LA led whole school training sessions on implementing whole class reading to facilitate children acquiring a range of reading skills to access and comprehend relevant age-related texts.</p> <p>‘Read, Write Inc’ was introduced at the end of the autumn term as a programme for EYFS and KS1 pupils to learn phonics and develop reading skills. Each class has phonics lessons in a smaller group to facilitate good progress for all abilities. Those children requiring</p>	<p>A, B, C, D & E</p>

further support accessed before school and after school booster sessions to promote phonics, reading and comprehension skills and close the gap created by the second lockdown in spring 2021. Impact is positive, 100% of pupil premium children in EYFS achieved the expected level for phonics, reading and comprehension.

KS2 classes moved to whole class reading sessions during the spring term to share and discuss age related and relevant texts, thus exposing all pupils, including those in receipt of the pupil premium grant, to high quality reading material. Those children requiring further support accessed before school and after school booster sessions to promote reading and comprehension skills and close the gap created by the second lockdown in spring 2021. Impact can be seen in class with positive levels of engagement and all pupils being exposed to high quality texts, **discussion and questioning**, also developing cultural capital.

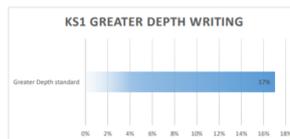
Percentage achieving the expected standard or higher in writing
Number of pupils = 30

Achieved standard	77%
Did not achieve standard	23%
Total	100%



Percentage achieving greater depth in writing
Number of pupils = 30

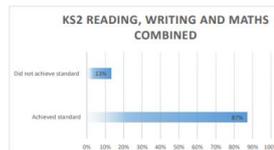
Greater Depth standard	17%
------------------------	-----



Reading, writing and maths combined

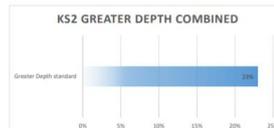
Percentage achieving the expected standard or higher
Number of pupils = 30

Achieved standard	87%
Did not achieve standard	13%
Total	100%



Percentage achieving the higher standard
Number of pupils = 30

Greater Depth standard	23%
------------------------	-----



Supporting pupils with SEMH.

The pupil premium grant was used to fund training to enable staff to support pupils when they became dysregulated. All staff are on a journey to develop Trauma Informed Practice to support children who might be or have previously experienced trauma. A small number of our Pupil Premium children attempt 'flight'-when faced with any form of challenge. The

B, C, D & F

	<p>school purchased sheets of Perspex to cover the car park exit to deter climbing up the fence and deter children from trying to abscond from the premises.</p> <p>Nurture Group provision from the Learning Mentor supported PP pupils with Mental Health issues.</p> <p>Team Teach training was arranged, November 2020, to support staff with de-escalation strategies, behaviour management tips and where relevant positive handling. This has supported the TA team's ability to cope with challenging behaviour and reduce the number of high-threshold behaviour issues across the school and reduce the risk of exclusion faced by a small number of our PP children. Team Teach training was £1434.72</p> <p>Impact: School grounds are secure and there has been a reduction in the number of times a member of SLT been called to support children who are distressed.</p> <p>Staff are gaining confidence in implementing de-escalation strategies facilitating a reduction in incidents.</p> <p>Positive impact of the Learning Mentor who has formed a strong rapport with those children with SEMH and in particular, those also in receipt of PPG.</p>	
<p>Subscriptions to support curriculum provision and interventions.</p>	<p>A range of online resources were purchased to support staff with the wide range of curriculum development initiatives. They have supported staff in delivering high-quality lessons across the curriculum.</p> <p>Impact: Good rates of progress show positive impact for pupils accessing IDL literacy and numeracy, especially for pupils in lower KS2.</p>	<p>A, B, C, D & E</p>
<p>Support children in their learning by targeted, supported and personalised learning within the classroom.</p>	<p>Additional small group maths support from a highly experienced and skilled class teacher 1 x day per week across KS2 to increase rates in progress in mathematics.</p> <p>Impact: Small group maths support in KS2 enabled pupils to focus on securing skills to promote an increase in progress rates. This was hampered by school closure during the spring term due to the COVID 19 pandemic.</p>	<p>A & D</p>

	<p>Regular SLT meeting to take place half termly to discuss provision and decide whether further adjustments are required.</p> <p>Key Stage 2</p> <p>Whole cohort</p> <p>Number of pupils = 30</p> <table border="1" data-bbox="470 414 1150 506"> <thead> <tr> <th></th> <th>WTS</th> <th>EXS</th> <th>GDS</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>13%</td> <td>87%</td> <td>63%</td> </tr> <tr> <td>Writing</td> <td>10%</td> <td>90%</td> <td>23%</td> </tr> <tr> <td>SPAG</td> <td>10%</td> <td>90%</td> <td>63%</td> </tr> <tr> <td>Maths</td> <td>10%</td> <td>90%</td> <td>57%</td> </tr> </tbody> </table> <table border="1" data-bbox="470 533 1150 555"> <tbody> <tr> <td>Combined</td> <td>13%</td> <td>87%</td> <td>23%</td> </tr> </tbody> </table> <p>Disadvantaged pupils</p> <p>Number of pupils = 1</p> <table border="1" data-bbox="459 674 1129 801"> <tbody> <tr> <td>Number of pupils at the end of key stage 2</td> <td>1</td> </tr> <tr> <td>Percentage of pupils meeting the expected standard in reading, writing and maths</td> <td>100%</td> </tr> <tr> <td>Percentage of pupils achieving a high standard in reading, writing and maths</td> <td>0%</td> </tr> <tr> <td>Average score in reading</td> <td>107</td> </tr> <tr> <td>Average score in maths</td> <td>100</td> </tr> </tbody> </table> <p>SEND pupils</p> <p>Number of pupils = 2</p> <table border="1" data-bbox="459 882 1134 1041"> <tbody> <tr> <td>Number of pupils at the end of key stage 2 with an EHCP</td> <td>0</td> </tr> <tr> <td>Number of pupils with SEN support</td> <td>2</td> </tr> <tr> <td>Percentage of pupils meeting the expected standard in reading, writing and maths</td> <td>0%</td> </tr> <tr> <td>Percentage of pupils achieving a high standard in reading, writing and maths</td> <td>0%</td> </tr> <tr> <td>Average score in reading</td> <td>92</td> </tr> <tr> <td>Average score in maths</td> <td>85</td> </tr> </tbody> </table>		WTS	EXS	GDS	Reading	13%	87%	63%	Writing	10%	90%	23%	SPAG	10%	90%	63%	Maths	10%	90%	57%	Combined	13%	87%	23%	Number of pupils at the end of key stage 2	1	Percentage of pupils meeting the expected standard in reading, writing and maths	100%	Percentage of pupils achieving a high standard in reading, writing and maths	0%	Average score in reading	107	Average score in maths	100	Number of pupils at the end of key stage 2 with an EHCP	0	Number of pupils with SEN support	2	Percentage of pupils meeting the expected standard in reading, writing and maths	0%	Percentage of pupils achieving a high standard in reading, writing and maths	0%	Average score in reading	92	Average score in maths	85	
	WTS	EXS	GDS																																													
Reading	13%	87%	63%																																													
Writing	10%	90%	23%																																													
SPAG	10%	90%	63%																																													
Maths	10%	90%	57%																																													
Combined	13%	87%	23%																																													
Number of pupils at the end of key stage 2	1																																															
Percentage of pupils meeting the expected standard in reading, writing and maths	100%																																															
Percentage of pupils achieving a high standard in reading, writing and maths	0%																																															
Average score in reading	107																																															
Average score in maths	100																																															
Number of pupils at the end of key stage 2 with an EHCP	0																																															
Number of pupils with SEN support	2																																															
Percentage of pupils meeting the expected standard in reading, writing and maths	0%																																															
Percentage of pupils achieving a high standard in reading, writing and maths	0%																																															
Average score in reading	92																																															
Average score in maths	85																																															
<p>Full time Learning Mentor to support the emotional wellbeing of pupils</p>	<p>Following lockdown, the decision was made to create a Learning Mentor role to support the emotional wellbeing and mental health of pupils across the school with a particular focus on our Pupil Premium children whose emotional state and challenging behaviour was a barrier to their learning.</p> <p>Impact: The new Learning Mentor role has been highly successful. SD started in January and has been very successful in engaging and supporting all pupils and especially those with SEMH and challenging behaviour needs. The role of the Learning Mentor is fluid and flexible to meet the emerging and immediate needs of some of our most vulnerable children, including some pupils in receipt of PPG. Reduced playground incidents at break and lunch times reflect the effectiveness of the role of the Learning Mentor and Nurture Room provision.</p>	<p>B, C, E & F</p>																																														
<p>CREW Week</p>	<p>Creativity, resilience, engagement and wellbeing themed week was held during for the summer term for the whole school (including staff) to develop a greater understanding of mental health issues.</p>	<p>B, C & E</p>																																														

	<p>Impact: Positive feedback from children and staff regarding CREW Week despite not being able to access experiences similar to last year due to the restrictions of the COVID 19 pandemic. Wellbeing strategies are being incorporated into everyday practice. CREW week for 2021/2022 will continue to promote positive mental health and wellbeing strategies for all pupils to access.</p>	
Trust Boxes	<p>Trust boxes were introduced to give all pupils the opportunity to talk about their feelings, worries, curiosities and concerns. Class teachers process comments left and address issues raised either personally or refer to the learning mentor who takes time to talk to those children who need this.</p> <p>Impact: All pupils are aware of trust boxes providing an opportunity for pupil voice to access support for their social, emotional and mental health needs.</p>	B, C & E
Art Trophy Competitions	<p>Arts Trophy competitions continued during lockdown and were adapted for remote learning.</p> <p>Impact: Half termly Arts Trophy competitions and weekly achievement assemblies have continued virtually providing opportunities for children to showcase their talents and abilities. These events are also documented in school newsletters communicating a range of positive information about the children's learning experiences and their achievements.</p> <p>KS2 pupils also competed in a virtual spelling bee, and Year 6 pupils competed in a virtual quiz, alongside other Enfield schools, developing cultural capital and maintaining links and interactions with children from different settings.</p>	A, B, C, D & E
Widen the educational experiences of all PP children and provide appropriate resources to enable children to flourish.	<p>We wish for all children and their parents to feel fully engaged in all aspects of school life, particularly after the lockdown and restrictions in place during the coronavirus pandemic. Unfortunately, we were not able to commence after school clubs and trips during the 2020-2021 academic year.</p> <p>Impact: All PP children who attend extra-curricular clubs share a common experience with their peers, developing a range of skills and promote cultural capital. All PP children will be encouraged to attend an extra-curricular club run by Hadley Wood School in the</p>	B & E

	new academic year 2021/2022, to increase curriculum skills and develop cultural capital.	
Provide the opportunity for all Y5 and Y6 pupils to attend a school journey.	<p>We wish for all Y5 and Y6 pupils to attend the school journeys so that they can bond together and develop social skills to equip them for Secondary School and future life. Unfortunately, both of these trips were cancelled the last two years due to the coronavirus pandemic, but we are hopeful that they will be able to take place next academic year.</p> <p>Impact: Alternative in-school experiences were arranged, separately, for Year 5 and Year 6 classes to create positive memories, build resilience and learn together having fun. Hadley Wood School remains committed to supporting pupil premium children to access extra-curricular activities and educational and residential trips.</p>	B & E
Support families to improve attendance.	<p>We are aware that a proportion of our PP children had poor attendance in the last academic year. Whilst some of our pupils have very legitimate reasons for this absence, we need to ensure that we support all families to bring their children to school regularly. Incentives have been introduced such as a whole school attendance award and display. Further targeted support is needed to support individual children and their families. This includes: regular contact with and meetings with the EWO and the families in question; follow up phone calls on the first day of absence; invitation to Breakfast Club with a heavy discount or free of charge.</p> <p>Impact: One pupil with significant and ongoing poor attendance left the school in May. This pupil was also in receipt of PPG. Attendance for pupils in receipt of PPG is 97%. This good level of attendance needs to be maintained and will be closely monitored.</p>	F

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
-----------	----------

IDL Literacy and Numeracy	IDL / Ascentis
White Rose Premium Maths Resources	White Rose Maths Hub
Rockstar Times Tables	Maths Circle Limited
Wordsmith	Pearson
Power Maths	White Rose Maths Hub
Oddizzi Geography	Oddizzi
Keystage History	Keystage History

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Hadley Wood School has no pupils in receipt of the service pupil premium grant.
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

The SDP incorporates a focus for our disadvantaged pupil premium children to ensure this is a core development priority in the 2021-22 academic year.