

# Pupil premium strategy statement: Updated December 2022

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	209
Proportion (%) of pupil premium eligible pupils	11/209 = 3.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 <b>2022/2023</b> 2023/2024
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
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	£20,360
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£20,360

# 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.
- Further improving educational provision via the development of our SEN Toolkit to support all pupils, including those in receipt of PPG, to access a relevant curriculum, increase independent learning and make good progress from their starting point.

### **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 IDL and additional after-school reading boosters to prioritise reading from an early age. 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, including a lack of independence
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: £ 6,334**

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 &amp; 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 will continue to be embedded this year, to ensure pupils understand the importance of failure within learning.</p>	<p>1, 2 &amp; 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. Budget £1000)</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 &amp; 5</p>

	opportunities are developed to deepen understanding and develop oracy.	
<p>Ongoing CPD to improve reading and writing skills for children across the school.</p> <p>RWI Resources T4W Resources</p> <p><i>(Contributions towards purchasing of additional resources and training for our high-quality phonics scheme - £2100</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 were embedded last year and new staff need to be 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)</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>Ongoing whole school training for staff 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</p>	2,4,5

	engagement. The principles of our E-TIPs training will continue to be embedded this academic year to further support those pupils with a higher SEMH need, some of whom are also in receipt of the PPG. The ARC framework, Attachment, Regulation and Competency, facilitates building understanding and trusting relationships which underpin all elements of trauma informed practice.	
<p>Develop SEN Toolkit to enhance provision for all pupils to work collaboratively - especially across the wider curriculum</p> <p><i>(Cost of training and supply costs of release for staff members to attend training to be confirmed. Budget -£1000)</i></p>	<p>EEF (+5) Enfield's Ordinarily Available Provision, 2022-2025, documents guidance for resources, approaches and reasonable adjustments that the Local Authority expects to be made available for children and young people with special educational needs and disabilities across mainstream schools in Enfield.</p> <p>A collaborative or cooperative learning approach involves pupils working together on activities or learning tasks in small groups to ensure that everyone participates at their own level. Peer tutoring will work alongside this to support pupils working in mixed ability groups of between 3-5 in size. Evidence suggest that collaborative learning approaches benefit pupils with low prior attainment by providing opportunities for pupils to work with peers to articulate their thinking, shared knowledge and skills and address misconceptions through peer support and discussion.</p> <p>Our SEN Toolkit will build on this concept to support all pupils with additional needs, including some pupils in receipt of the PPG, who require adjustments to provision in order to learn and make progress, especially across the wider curriculum. The School will source external specialist training to support class teachers to adapt planning and resources/scaffolding to enable all pupils to work independently/collaboratively and make progress from their individual starting points.</p>	1, 2, 3 & 4

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

**Budgeted cost: £9,726**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Early morning and after school booster groups for identified PP children.</p> <p><i>(Cost of resources purchased to deliver early morning booster sessions £100)</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>1 &amp; 2</p>
<p>Same Day Intervention for Maths during assembly to support no child being left behind.</p>	<p>EEF (reduction in marking and same day target setting).</p> <p>Whole- school assembly timetable has been rearranged, from 9am to 10am so that it takes place each day maths during the first lesson of the day. A small group of children access the Same Day Intervention, SDI, to support no child being left behind, including those in receipt of the PPG.</p> <p>Having analysed our cohorts, we have identified that our Year 5 and Year 6 cohort both need additional support in mathematics to address the gaps in their learning from the Covid school closure. In school, daily, Same Day Intervention sessions support good progress in maths ensuring children in receipt of the Pupil Premium grant are given opportunities to excel academically and increase their confidence to tackle</p>	<p>1, 2 &amp; 5</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 minute 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 during the previous academic year, 2021-2022, facilitated good progress for disadvantaged pupils. As a result, we have decided to continue them throughout the 2022-2023 academic year to support children whose parents struggle to support reading at home.</p>	<p>1,2, 4 &amp; 5</p>
<p>Year 6 boosters for PP Children.</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</p>	<p>1,2, 4 &amp; 5</p>

<p><i>(Cost of resources purchased to deliver early morning booster sessions £330)</i></p>	<p>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>	
<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 in 2020, 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 areas of difficulty and improve outcomes for pupils.</p>	<p>The Readiness Scale is used to record progress for pupils with a higher level of SEMH need, including some of our pupils in receipt of the PPG. The system records 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</p>	1,2,5 & 7

	year group to reflect their additional needs, including SEMH.	
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. PPPP are one page and are effective for tracking ongoing attainment, progress, targets and provision to reflect the current needs of each child in receipt of the PPG. PPPP are reviewed after each checkpoint and targets adjusted to reflect the child's needs.	1, 2 & 5

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

**Budgeted cost: £ 4100**

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 to support and promote 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.</p> <p>Regular PP meetings for all stakeholders to ensure enhanced outcomes. The Inclusion Manager collates a termly analysis for the progress of children in receipt of PPG to share with</p>	5
<p>The environment consistently supports independent learning across the curriculum.</p> <p><i>(Budget £1500 to cover training and resources)</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</p>	1, 2 & 5

	<p>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 aware of this and working walls are used effectively to promote core vocabulary.</p>	
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.  Cost - £600	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
CREW Week: Enrichment week to support Creativity, Resilience, Engagement and Wellbeing.  <i>(Est cost of resources, workshops and training for CREW week ; £500)</i>	<p>EEF (+7) 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>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, 2023, for the whole school (including staff) to develop a greater understanding of the importance of mental health. This will be the fourth 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) 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"> <li>• approaches and programmes which aim to develop parental skills such as literacy or IT skills;</li> <li>• general approaches which encourage parents to support their children with, for example reading or homework;</li> <li>• the involvement of parents in their children's learning activities; and</li> </ul>	1,3

	<ul style="list-style-type: none"> <li>• more intensive programmes for families in crisis.</li> <li>• Inclusion coffee mornings every half term to support parental engagement using an informal approach.</li> </ul>	
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
<p>Develop the use of Forest School to ensure pupils are given opportunities to engage with learning in the outside environment. All classes to have a weekly afternoon session for one half term of the academic year.</p> <p><i>(Contribution to the cost of Forest School externally led provision)</i></p>	<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 in the last academic year and so have reinstated Forest School for this academic year. We have timetabled for half a term per class across the course of the year. Throughout the 2022-2023 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: £ 20,360**

## 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.

<p><i>Due to COVID-19, performance measures have not been published for 2021 to 2022, 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 2021 to 2022 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.</i></p>														
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. Growth Mindset &amp; Metacognition Music PSHE Geography History</p> <p><i>(Contributions towards subscriptions £2234)</i></p>	<p>During Enhancing Outcomes Meeting all staff received training in each of the curriculum areas across the course of the year with a particular focus on developing teaching and learning in music, PSHE, geography and history as these were school development projects throughout the academic year.</p> <p>We also explored the pupil pedagogy around developing resilience in the face of challenge and developed our whole school approach to this aspect of learning.</p> <p><b>Impact:</b> This cohort, despite the challenges they faced due to school closure throughout two of their KS2 academic years, have made good progress across the school and accessed quality-first teaching in all curriculum areas. One child had significant SEND needs as well as falling under the disadvantaged bracket and so did not sit the end of key stage statutory assessments as the school had identified that they were working at a PK levels – significantly below the level expected for Year 6. He did however, make accelerated progress from his initial starting point and left Hadley Wood ‘secondary ready’</p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>SPAG</th> </tr> </thead> <tbody> <tr> <td>*Exc SEND child</td> <td>75%</td> <td>100%</td> <td>100%</td> <td>75%</td> </tr> </tbody> </table>				Reading	Writing	Maths	SPAG	*Exc SEND child	75%	100%	100%	75%	1, 2 & 5
	Reading	Writing	Maths	SPAG										
*Exc SEND child	75%	100%	100%	75%										

Inc SEND child	60%	80%	80%	60%
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Our positive end of year data has been achieved through a combination of before-school boosters and in-class booster sessions which target the gaps of individual groups of children in all core curriculum areas: mathematics, reading and writing. As a school, we made good use of the Pupil Conferencing aspect of our Assessment Policy in order to ensure that each child was aware of their next individual target and the steps required to get there. This was dove-tailed with the Growth Mindset approach which encourages all children to understand the importance of 'learning to learn', building resilience and the importance of positive mental health.

Consistency in provision can be seen in classrooms, lessons, implementation of the Hadley Wood Approach to Learning, book looks, working walls and the implementation of the No Hands Up approach to lesson discussion to promote pupil engagement and independence.

The school produced their own bespoke curriculum for music, PSHE, history and geography within the academic year which has ensured that the curriculum objectives are tailored to the needs of our cohort. The introduction of a six-week block of Forest School for each class across the course of the year complimented the learning in the classroom in the outside space and provided our disadvantaged pupils with experiences to enrich their cultural capital.

Throughout the course of the academic year subject leaders led a number of training sessions which developed pedagogical approaches. Examples of this include: developing an inquiry based approach to teaching and learning, developing engagement in learning in order to promote independent thinking and response, and planning meaningful learning opportunities in science. Throughout the course of the year this developed and strengthened the Hadley Wood Approach to Teaching and increased outcomes for pupils.

Where necessary, the school also bought in expertise from outside agencies in curriculum areas such as mathematics. Feedback from staff about the quality of training provided by Peter

Warwick was incredibly positive and feedback from Learning Walks highlighted that this had moved on staff practice as a result of the series of workshops delivered. As a result, the percentage of pupils who achieved the expected level in this curriculum area rose across the course of the year. There is a positive increase in pupil attainment at the Expected and Exceeding level.

**Evidence: Autumn 1 Big Question Assessment Grid**

Year 1		Year 4	
Question: How do pulse, rhythm and pitch work together?		Question: What is a melody?	
NC Skill: Listen and Appraise (begin to recognise the basic style indicators of Hip Hop)		NC Skill: sing and copy back melodies; Listen and copy back a melody both with voices and instruments using the notes A, B, C, G	
	% achieved		% achieved
EXC	7%	EXC	7%
EXS	72%	EXS	83%
DEV	21%	DEV	10%

Year 2		Year 5	
Question: How can I use my voice to sing a solo accurately?		Question: Why was Mozart an important performer?	
NC Skill: Sing solo and ensemble contexts and using voices accurately.		NC Skill: develop an understanding of the history of music.	
	% achieved		% achieved
EXC	27%	EXC	25%
EXS	63%	EXS	63%
DEV	10%	DEV	12%

Year 3		Year 6	
Question: How does music bring us closer together?		Question: What impact does tempo and dynamics have on a song?	
NC Skill: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.		NC Skill: Listen and appraise song Happy; Identify tempo and dynamics. Listen for and identify instruments played. Perform song.	
	% achieved		% achieved
EXC	0%	EXC	6%
EXS	83%	EXS	88%
DEV	17%	DEV	6%

**Evidence: Summer 2 Big Question Assessment Grid**

Year 1		Year 2	
Question: How can musical instruments be used to represent an animal?		Question: How do I create my own call and response composition?	
Skill: In this unit of work pupils will use their bodies and instruments to listen and respond to pieces of classical music that represent animals. Pupils will learn and perform a song as a class and compose a short section of music as a group, with a focus on dynamics and tempo.		Skill: Pupils should be taught to: Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the inter-related dimensions of music. Use African call and response.	
	% achieved		% achieved
EXC	9%	EXC	13%
EXS	73%	EXS	76%
DEV	18%	DEV	13%

Year 3		Year 4	
Question: What are the key features of 80s music?		Question: CLARINET	
Skill: Improve and compose music for a range of purposes using the fundamental dimensions of music; develop an understanding of the history of music; play and perform in solo and ensemble contexts, using their voices.		Skill: Clarinet	
	% achieved		% achieved
EXC	6%	EXC	3%
EXS	81%	EXS	87%
DEV	13%	DEV	20%

Year 5		Year 6	
Question: How can we create a remix?		Question: What makes a good beat's comp?	
Skill: Perform a looped body percussion rhythm, keeping in time with their group. Use loops to create a whole piece of music, ensuring that the different aspects of music work together. Play the first section of 'Somebody Over the Rainbow' with accuracy. Choose a suitable fragment of music and be able to play it along to the backing. Perform a remix with accuracy and fluency.		Skill: Sing with increasing confidence and control. Compose appropriate parts for a beat's comp. Appreciate and understand a wide range of high quality live and recorded music.	
	% achieved		% achieved
EXC	10%	EXC	20%
EXS	73%	EXS	84%
DEV	17%	DEV	6%

CPD to improve reading and writing skills for children across the school.  
RWI Resources  
T4W Resources

The school ensured all staff working across KS1 in the 2021-2022 academic year accessed high-quality external training to ensure the consistent deliver of RWI across the school.

**Impact:**

1, 3 & 5



*(Contributions towards purchasing of high-quality phonics scheme (£2100 and development of the school library estimated £3000) = total of £5100*

The percentage of pupils who achieved the phonics screening test in Year 1 was above both local and national standards.

Percentage of children achieving the expected standard for phonics at the end of Year 1	School	Enfield	London	National
	83.3%	76.3%	78%	75%

Percentage of children achieving the expected standard for phonics at the end of KS1	School	London	National
	100%	78%	87%

Our school's End of Key Stage 1 phonics assessment data outlining the number of pupils working at the expected standard percentage has increased by 3.3% from 96.7% in 2018/19 to 100.0% in 2021/22. This is equivalent to approximately 1 more pupil achieving the expected standard in 2021/22 compared to 2018/19.

Our school's average End of Key Stage 1 expected standard percentage for the last 3 academic year(s) is 98.9%.

Hadley Wood Achievement Data for KS1 SATs				
KS1 % of children achieving age related expectations	School	Enfield	London	National
RWM (Reading, and Writing and Maths combined)	63.3%	55.3%		54%
Reading	83.3%	66.8%	70%	67%
Writing	73.3%	59.7%	63%	58%
Mathematics	83.3%	67.3%	71%	68%

Hadley Wood Achievement Data for KS2 SATs				
KS1 % of children achieving age related expectations	School	Enfield	London	National
RWM (Reading, and Writing and Maths combined)	82.8%	61.1%	65%	59%
Reading	86.2%	73.5%	78%	74%
Writing	86.2%	71.1%	74%	69%
Mathematics	89.7%	72.6%	78%	71%
GSP (Grammar, Spelling and Punctuation)	82.8%	73.8%	78%	72%

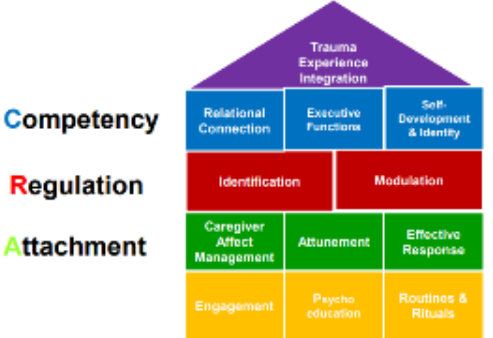
End of key stage data for KS1 and KS2 highlights that we are above local, regional and national for both reading and writing. This reinforces the structured approach provided by the RWI and TfW scheme has helped to provide a consistent whole-school approach and ensure quality-first teaching is delivered in core curriculum areas.

The school environment consistently supports independent learning across the curriculum developing Growth Mindset

**Impact:**  
The school introduced elements of Growth Mindset into the curriculum in the previous academic year. In the 2021-2022 academic year, the School's focus was on embedded and broadening this approach so that it was threaded across all curriculum areas.  
The school purchased Power Maths to support teacher's ability to plan well-structured lessons. We

1,2,4 & 5

<p>and metacognition. <i>(No cost)</i></p>	<p>believe the approach helps to spark curiosity, engage reasoning, secure understanding and deepen learning for all through the use of Maths Characters which promote a Growth Mindset approach to learning.</p> <p>We have developed the use of peer discussion opportunities, a discursive statement into all curriculum areas through targeted Enhancing Outcomes Meetings where we explicitly revisited planning and developed teacher pedagogy. ‘What if’ enquiry questions have become part of the School’s Teaching and Learning Policy and form part of the Hadley Wood Approach to Teaching – a universally understood approach to consistent curriculum delivery. This approach has enabled pupils to develop curiosity and engagement in learning. This is teamed with opportunities for children to develop the importance of understanding failure is part of the learning process. This is introduced through the deliberate mistake methodology. An impact of this is that we have seen increased engagement from pupils within lessons where discussion and debate are promoted. This is particularly evident amongst the higher attaining pupils.</p> <p>Building Blocks are used at the beginning of each unit of work in order to enable pupils to thread together common ideas. These are clearly mapped out on curriculum long-term maps in order to ensure staff are made aware of the learning opportunities they are preparing children for in future year groups and the learning experiences the children have already had. The impact of this is a consistent approach to developing well-rounded resilient pupils who have the skillset to make links in their learning and face challenges in their work. Class teacher liaised with PP mentors throughout the course of each term to discuss targets to support PP children. The impact of this is that the children are showing progress with their given target and that children are seeking out their PP mentor to discuss worries and concerns.</p>	
<p>CPD: E-TIPs: Enfield – Trauma Informed Practice training. <i>(No cost for training but paying teaching)</i></p>	<p><b>Impact:</b> Mrs Bertram, Assistant Head for Inclusion and Mrs Davies, Learning Mentor, attended the E-TIPs training at the beginning of the academic year 2021. This training was then accessed by the whole school team during the spring term of 2022 via one INSET day and a series of twilight Zoom sessions.</p>	<p>2,4,5</p>

<p><i>assistant and teachers not contracted to work on INSET days to attend training estimated cost £1500)</i></p>	<p>The E-TIPs training has supported staff to recognise all behaviour is a form of communication, to be curious why a child is showing inappropriate behaviour and to consider there might be link with the child having experienced, or is experiencing, trauma. It has also built staff resilience, skillset and to consider their own emotional needs and remain calm so they can support children when dysregulated and presenting with inappropriate behaviour.</p> <p>The E-TIPs training has equipped staff to understand the Building Blocks of the ARC framework, Attachment, Regulation and Competency. Hadley Wood School is now on the journey to embed E-TIPs principles and practice to ensure pupils with SEMH needs are supported in a nurturing and non-judgemental environment.</p> <p style="text-align: center;"><b>8 Primary Skills: Building Blocks</b></p>  <p style="text-align: center;"><small>Graphic by Jeremy Karpen; Blaustein &amp; Kinniburgh, 2010; Kinniburgh &amp; Blaustein, 2005</small></p>	
<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><b>Impact:</b> The school offered a timetable which delivered before and in-school boosters for Year 4 and 5 children who were identified to be working significantly below the key stage expectations in mathematics. Each set of booster sessions ran across the course of the academic year.</p> <p>In addition to this before-school daily boosters were delivered four times a week for reading and mathematics to all Year 6 disadvantaged pupils and those who were identified to be working towards the EXS standard. All boosters ran throughout the first two terms of the academic year. Twice weekly after school boosters in reading were been delivered in each class for one hour per week (two half-hour sessions) for all children who were identified to be working below the expected level for their year group and/or were classified as disadvantaged to ensure that reading for pleasure</p>	<p>1, 2,</p>

	<p>was a priority across all year groups and pupils were provided with the necessary opportunities to read within an adult regularly.</p> <p>Attendance to boosters was good throughout the course of the year and outcomes from CP1 to CP2 rose significantly.</p> <p>In November 2021, the school trained a number of Reading Champions – parents who had volunteered to support with daily reading with the aim to ensure that all PP children read with an adult daily. Each volunteer was assigned a class and PP children were targeted throughout the course of the year to develop language and oral competency as well as enabling daily reading to increase opportunities to read and talk about a text.</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><b>Impact:</b> Pupil Premium children met with their Pupil Premium Champion on a weekly basis. The focus of the meetings was to support with work, offer 1:1 tutoring and also to offer emotional support. The impact of this was that our PP children felt well-supported both academically and emotionally in school. As a result, of the Pupil Premium Champions, all staff commented positively on the progress made by their pupil both with engagement but academic understanding.</p> <p>However, the School identified that the impact from some PP Champions was greater in some year groups than others. This depended on the frequency and access each of the allocated children had to their 1:1 sessions. Staff members who also led curriculum areas or worked part time found it challenging to consistently meeting with their allocated PP child.</p>	1,2,4 & 5
<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</i></p>	<p><b>Impact:</b> Twice weekly after school boosters in reading were been delivered in each class for one hour per week (two half-hour sessions) for all children who were identified to be working below the expected level for their year group and/or were classified as disadvantaged to ensure that reading for pleasure was a priority across all year groups and pupils were provided with the necessary opportunities to read within an adult regularly.</p> <p>Attendance to boosters was good throughout the course of the year and outcomes from CP1 to CP2 rose significantly.</p>	1,2, 4 & 5

<p><i>minutes sessions per year group)</i></p>	<p>In November 2021, the school trained a number of Reading Champions – parents who had volunteered to support with daily reading with the aim to ensure that all PP children read with an adult daily. Each volunteer was assigned a class and PP children were targeted throughout the course of the year to develop language and oral competency as well as enabling daily reading to increase opportunities to read and talk about a text.</p>																
<p>Year 6 boosters for PP Children.</p> <p><i>(Cost of resources purchased to deliver early morning booster sessions £330)</i></p>	<p><b>Impact:</b> This cohort despite the challenges they faced due to school closure throughout two of their KS2 academic years have made good progress across the school and accessed quality-first teaching in all curriculum areas. Learning was reinforced during small group and at times 1:1 boosters for all PP children. Curriculum areas in which early morning boosters were provided included reading, writing, mathematics and writing.</p> <p>One child has significant SEND needs as well as falling under the disadvantaged bracket and so was discounted from the end of key stage statutory assessments as the school had identified that they were working at a PK levels – significantly below the level expected for Year 6. He did however, make accelerated progress from his initial starting point and left Hadley Wood 'secondary ready'.</p> <table border="1" data-bbox="448 1216 1177 1429"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>SPAG</th> </tr> </thead> <tbody> <tr> <td>*Exc SEND child</td> <td>75%</td> <td>100%</td> <td>100%</td> <td>75%</td> </tr> <tr> <td>Inc SEND child</td> <td>60%</td> <td>80%</td> <td>80%</td> <td>60%</td> </tr> </tbody> </table> <p>The positive end of year data has been achieved via a combination of before school boosters and in-class booster sessions which target the gaps of individual groups of children in all core curriculum areas: mathematics, reading and writing. As a school, we made good use of the Pupil Conferencing aspect of our Assessment Policy in order to ensure that each child was aware of their next individual target and the steps required to get there. This was dove-tailed with the Growth Mindset approach which encourages all children to understand the importance of 'learning to learn', building resilience and the importance of positive mental health.</p>		Reading	Writing	Maths	SPAG	*Exc SEND child	75%	100%	100%	75%	Inc SEND child	60%	80%	80%	60%	<p>1,2, 4 &amp; 5</p>
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<p>Homework club to target PP</p>	<p><b>Impact:</b></p>	<p>1,2</p>															

<p>children and will be run by HT.</p>	<p>Attendance was sporadic and poor as the homework club was provided during lunchtimes. Children felt they were being punished and feedback was that the children would rather enjoy their social experiences outside. We trialled the Homework Club throughout the autumn term and then withdrew this aspect of the PP offer during the spring and summer terms.</p>																																																																																																																																																																																																																																																																																																																																																																	
<p>PPPP, Pupil Premium Personal Profile for each child eligible for the PPG to document barriers to learning, support, interventions and attainment over time.</p>	<p><b>Impact:</b> All pupils in receipt of the Pupil Premium Grant have a Pupil Premium Personal Profile as a one-page document to show attainment and progress</p> <table border="1" data-bbox="448 629 1182 1133"> <thead> <tr> <th colspan="12">PUPIL PREMIUM PERSONAL PROFILE: NAME: D.O.B: CLASS 2022: YEAR 6: SUMMER TERM 2022</th> </tr> </thead> <tbody> <tr> <td colspan="6">INFORMATION: Independent learner.</td> <td colspan="6">CURRENT ATTENDANCE: 1.7.22: 99%</td> </tr> <tr> <td colspan="12">Previous Final Attainment and Effort Scores</td> </tr> <tr> <td>Subject</td> <td>Reception</td> <td>Year 1</td> <td>Year 2</td> <td>Year 3</td> <td>Year 4: Covid</td> <td>Year 5</td> <td>Year 6</td> <td colspan="4"></td> </tr> <tr> <td>Reading</td> <td>Expected</td> <td>94%</td> <td>96%</td> <td>81% EXS: 2</td> <td>Not Yet Secure</td> <td>76% EXS: 2</td> <td>Expected</td> <td colspan="4"></td> </tr> <tr> <td>Writing</td> <td>Expected</td> <td>95%</td> <td>94%</td> <td>97% EXS: 2</td> <td>Working Towards</td> <td>62% NYS: 2</td> <td>Expected</td> <td colspan="4"></td> </tr> <tr> <td>Maths</td> <td>Expected</td> <td>97%</td> <td>96%</td> <td>91% EXS: 1</td> <td>Not Yet Secure</td> <td>63% NYS: 1</td> <td>Expected</td> <td colspan="4"></td> </tr> <tr> <td colspan="12">Year 6 Attainment and Effort Scores</td> </tr> <tr> <td rowspan="2">Subject</td> <td colspan="3">BASELINE</td> <td colspan="3">CHECKPOINT 1</td> <td colspan="3">CHECKPOINT 2</td> <td colspan="3">CHECKPOINT 3</td> </tr> <tr> <td>Percentage</td> <td>Effort</td> <td>Progress</td> <td>Percentage</td> <td>Effort</td> <td>Progress</td> <td>Percentage</td> <td>Effort</td> <td>Progress</td> <td>Percentage</td> <td>Effort</td> <td>Progress</td> </tr> <tr> <td>Reading</td> <td>6%: NYS</td> <td>2</td> <td>X</td> <td>21% NYS</td> <td>2</td> <td>X</td> <td>58% EXS</td> <td>2</td> <td>✓</td> <td>EXS</td> <td>2</td> <td>✓</td> </tr> <tr> <td>Writing</td> <td>5%: WTS</td> <td>2</td> <td>X</td> <td>15% WTS</td> <td>2</td> <td>X</td> <td>51% EXS</td> <td>2</td> <td>✓</td> <td>EXS</td> <td>2</td> <td>✓</td> </tr> <tr> <td>Maths</td> <td>3%: WTS</td> <td>2</td> <td>X</td> <td>16% WTS</td> <td>2</td> <td>X</td> <td>67% EXS</td> <td>2</td> <td>✓</td> <td>EXS</td> <td>2</td> <td>✓</td> </tr> <tr> <td colspan="12">Mrs Christophorou to complete the relevant Checkpoint box: ✓ : I am happy with this progress X: I am not happy with this progress</td> </tr> <tr> <td colspan="12">STRENGTHS: Dimieari is a hardworking, helpful and lively member of the class, with a great sense of humour.</td> </tr> <tr> <td colspan="2">CHALLENGES TO LEARNING</td> <td colspan="5">ACTION &amp; RESOURCES</td> <td colspan="3">IMPACT: END OF AUTUMN 2021</td> <td colspan="2">NEXT STEPS</td> </tr> <tr> <td colspan="2">Secure ARE for reading</td> <td colspan="5">After school reading booster with MR X2. 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Secure ARE for writing		In class focus group. Whiteboard					Struggling to incorporate all elements			Booster with L.J																																																																																																																																																																																																																																																																																																																																																								
Secure ARE for Maths		Early morning maths booster. Autumn 2					Steady progress, showing potential			Ongoing																																																																																																																																																																																																																																																																																																																																																								
Wider opportunities		Music lessons.					Supporting personal development.			Ongoing																																																																																																																																																																																																																																																																																																																																																								
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Secure ARE for writing		Focus group + L.J booster Friday assembly. Grammar + sentence structure.					Teacher assessment. Expected			Ongoing to ensure ARE																																																																																																																																																																																																																																																																																																																																																								
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Wider opportunities		Music lessons.					Performed cells in solo performance Arts Trophy in July 2022.																																																																																																																																																																																																																																																																																																																																																											
<p>Pupils eligible for PP have access to enrichment opportunities and other opportunities to boost confidence, well-being and expectations for learning.  <i>(Est cost of payment towards attendance at clubs and supporting contributions for</i></p>	<p><b>Impact:</b> Throughout the course of the academic year, the School tracked the percentage of pupils in receipt of the Pupil Premium Grant attendance at extra-curricular activities. Data highlighted that all children in receipt of Pupil Premium are offered relevant activities to facilitate cultural capital, e.g. one child had a cinema visit at the end of the autumn term, to experience watching a film on the large screen. Feedback from the child, and his parents, was extremely positive. Other children accessed music lessons, paid for by the PP grant as they showed a natural aptitude to this area. Where children who are in receipt of the PP attended trips and/or residential, this was partially or in some cases fully funded by the PP Grant to enable all pupils to take part. The school funded all</p>	<p>5</p>																																																																																																																																																																																																																																																																																																																																																																

<p><i>low-income families to attend trips - £1500)</i></p>	<p>five of the Year 6 pupils to take part in the Year 6 residential to Osmington Bay to boost their confidence and provide rich cultural capital experiences.</p> <p>Each year group also accessed a five-week block of Forest School. Feedback from the children has been incredibly positive and their knowledge of the wider world has improved as a result. Feedback from all subject leaders is that the learning in the outside environment has increased pupil confidence and amongst the most disadvantaged has provided them with a wealth of cultural capital experiences such as playing conkers or building a bug farm.</p>	
<p>Parental engagement workshops to enable parents to support their children at home</p>	<p><b>Impact:</b> Parental engagement workshops started in autumn 2021, after Covid 19 restrictions were lifted, enabling parents to come back into school in a larger group. Workshops are led by Mrs Bertram, Assistant Head for Inclusion and Mrs Davies, Learning Mentor, to share the school's inclusion principles and practice and how children are supported at school.</p> <p>The workshops give parents an opportunity to gain an understanding of Inclusion and some elements of the PSHE curriculum, including how Wellbeing and Emotional Development are promoted at school. Wider community support is also signposted to support parents with accessing relevant support.</p> <p>Workshops are informal and reflect requests from parents to feature aspects of challenge to lead future meetings, e.g. sibling rivalry. Most parent Workshops have had a minimum attendance facilitating personal conversations and a stronger rapport between parents and school.</p> <div data-bbox="552 1599 1075 1989" data-label="Image"> </div>	<p>1,3</p>
<p>Create a reading area</p>	<p><b>Impact:</b></p>	<p>1,3 &amp; 5</p>

<p>which promotes a love for learning.</p>	<p>The reading corner in the Reception classroom is well organised and colour-coded to enable the children to make decisions about the books they are selecting.</p> <p>The additional working hours of the support staff from 8.00am has facilitated a well-planned and resourced classroom and outdoor area which promoted reading for pleasure.</p> <p>Reading areas were created in each classroom. All books in each classroom library are colour-coded to support pupils with making informed choices about the texts they used.</p> <p>The development of the KS2 library provided a stimulating environment for all pupils to make use of. This has further promoted reading for pleasure across the school.</p>	
<p>Extend the working hours of the support staff to facilitate setting up the outdoor classroom for EYFS, 8.00am start.</p>	<p><b>Impact:</b> From September 2021 the class teacher, EYFS support assistant and the Early Years Lead worked collaboratively to develop the outdoor provision. Progress was made against this objective and the extended working hours of the teaching assistant each day enabled both the indoor and outdoor provision provided enabling environments.</p> <p>A new EYFS support assistant started in February 2022 which provided an additional challenge due to the change in personnel. Induction was carried out effectively and the new teaching assistant has worked alongside the class teacher to ensure the outdoor provision is effective.</p> <p>Throughout the year, children were encouraged to develop their own independence as we identified early on in the autumn term that our cohort of children particularly struggle with this due to the affluent area our demographic reside in and as a result of the lack of pre-school provision during the pandemic. Building resilience and challenge into our curriculum allowed our children to explore independent learning opportunities and experience failure in a nurturing environment. To achieve this, we set up two role play areas: one in the outside area which is always a home-themed role-play area to encourage rich language and learning opportunities whereas the class-based role play area is changed regularly to meet the needs and interests of the class and promotes independent and exploratory learning. Throughout the course of</p>	<p>1,2,3 &amp; 5</p>



	<p>the year, pupils developed their imagination taking on different roles in their play. They also learned to engage in the same theme as their peers and negotiate and take turns supported by the class teacher.</p> <p>Outcomes highlight that the strategy and steps taken were effective in ensuring positive outcomes for pupils as we were well above GLD when compared to local and national data for this academic year (2022 data). Our results are in-line with local and national outcomes pre-pandemic (2019 data).</p> <table border="1" data-bbox="459 667 1158 806"> <thead> <tr> <th>Percentage of children achieving GLD at the end of EYFS</th> <th>School</th> <th>Enfield</th> <th>National</th> </tr> </thead> <tbody> <tr> <td></td> <td>73%</td> <td>65%</td> <td>65%</td> </tr> </tbody> </table>	Percentage of children achieving GLD at the end of EYFS	School	Enfield	National		73%	65%	65%	
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<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><b>Impact:</b>  CREW Week, (Creativity, Resilience, Engagement and Wellbeing) was delivered in the spring term W/C 7th February, with the theme of Growing Together. The children accessed a series of wellbeing workshops being led by Challenge Education to complement their learning in class. This was the School's third CREW week where staff focus on activities to promote positive mental health to support all pupils.</p> <p>Growth Mindset is embedded across the school and the children are familiar with the 'power of yet'. We created a Growth Mindset display in the main corridor with positive affirmation signs and mirrors so the children could remind themselves of this on a daily basis. It has been lovely to see the children utilising it. Year 1 also have their own positive affirmation mirror in their classroom to reinforce this key message.</p> <p>The Learning Mentor assessment system was introduced at the end of the autumn term to identify where the children who were accessing Nurture Support were making progress throughout the spring term. This supported the Inclusion Manager and Learning Mentor to identify the level of need and access each child required.</p> <p>ETIPS training was provided to all staff to support their understanding of trauma –informed practice and the Learning Mentor worked alongside the Teaching Assistants to upskill their knowledge and support with strategies for disadvantaged pupils</p>	<p>1,2,3,4 &amp;5</p>								

	<p>who displayed SEMH needs. As a result, there was a reduction in the number of incidents involving this group of children.</p> <p>The School developed a Sensory Room in spring 2021 in order to provide a calm environment for pupils who need access to a less stimulating environment. This was fully accessed throughout the course of the academic year.</p>	
Embed and develop Nurture Group provision	<p><b>Impact:</b> Mrs Davies, Learning Mentor, leads the Nurture Group Provision for pupils across the school. She leads whole class, group or individual sessions to support the presenting needs of pupils at school. Mrs Davies has a strong rapport with the children, gaining their trust and confidence to share their feelings and emotions and support them to move forward.</p> <p>Mrs Davies supported all of Class 2022, Year 6, with transition to secondary school. The initial plan was to offer whole class lessons and move to group sessions for those pupils that continued to need support. However, as the academic year progressed it was evident the whole cohort needed to access support. Consequently, provision was adjusted to continue with class sessions to support secondary transition.</p> <p>This flexible approach supports Mrs Davies' 'open door' policy to ensure children access emotional support as required. Children can sign up on the whiteboard in the Nurture Room to indicate they would like to see Mrs Davies and this system facilitates wide access to our learning mentor.</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.	<p><b>Impact:</b> Pupils have engaged well with the implementation of the Trust Box. Alongside the Learning Mentor provision all pupils agreed that they had someone to speak to should they have any concerns or worries in school. Data is taken from the Pupil Survey carried out in March 2022.</p>	2,4

