



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 barrier 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.

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 schools 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.

Hadley Wood Primary School - Pupil Premium Strategy Statement 2020-21



1. Summary information					
School	Hadley Wood Primary School		Headteacher	Fran Worby	
Academic Year	2020-21	Total PP budget	£18,480	Date of most recent PP Review	Sept 2020
Total number of pupils	210	Number of eligible PP pupils <i>* please note that the allocation is for the 2020-21 financial year and therefore figures may differ</i>	16 (7.6%)	Date for review of this strategy	July 2021
2. Current attainment					
<p>The Pupil Premium attainment data for 2020-21 was gathered from 16 eligible pupils (Year Reception – Year 6) across the school. 3 of our PP children are on the SEN register, two of which have an EHCP. Current attainment data from Checkpoint 3 in June indicates that some pupils were 'NYS' not yet secure, as a consequence of lockdown during the spring term. In a standard year of 39 weeks attendance at school more pupils would achieve EXS, the expected standard. However, looking at children's books, learning walks and pupil/staff voice confirms the positive impact on teaching and learning Pupil Premium expenditure has had.</p>				Pupils eligible for PP at Hadley Wood (16)	Pupils not eligible for PP at Hadley Wood (194)
% achieving ARE in Reading June 2021				56%	%
% achieving ARE in Writing June 2021				38%	%
% achieving ARE in Maths June 2021				50%	%
End of Key Stage 2 Assessments					
<p>Pupil Premium attainment data for 2020-2021 was gathered from 1 eligible pupil in Year 6</p>				Pupils eligible for PP at Hadley Wood (1)	Pupils not eligible for PP at Hadley Wood (29)
% achieving ARE in Reading June 2021				100%	%
% achieving ARE in Writing June 2021				100%	%
% achieving ARE in Maths June 2021				100%	%
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers					
A.	Internal data from 2019-20 academic year suggests that pupils eligible for PP are making less progress than those not eligible for pupil premium in all core subjects				
B.	A significant proportion of our pupils eligible for PP have low levels of confidence in their own ability, resulting in a need to boost and challenge them academically and socially				
C.	A significant proportion of our pupils eligible for PP have low levels of competency in communication, literacy and language resulting in low attainment in English				
D.	School closure due to the Covid 19 pandemic from March – September has resulted in a number of PP children having limited opportunities to excel academically compared to some of their non-PP peers				
External barriers					

E.	Pupils eligible for PP have less access to enrichment opportunities and opportunities to boost confidence, affecting well-being and expectations for learning				
F.	Prior experiences and lack of support from home impacts on children's skillset and disposition for learning				
4. Desired outcomes			Success criteria		
A.	Higher expectations, rates of progress and therefore attainment across the school for pupils eligible for PP		The gap between PP and non-PP pupils is narrowed further or diminished to enable them to make good progress		
B.	Higher levels of self-confidence, challenge and opportunities within school impacting on expectations for learning		Pupils eligible for PP develop greater confidence to articulate feelings, emotions and learning in order to make accelerated progress towards ARE and Greater Depth		
C.	Improve communication and oral language skills for children across the school (<i>ETSP Priority for 2020-2021</i>)		Pupils eligible for PP develop their communication and language skills to better support their academic success in the classroom, which is reflected in the data.		
D.	Pupils eligible for PP are given opportunities to excel academically		The gap between PP and non-PP pupils is narrowed further or diminished		
E.	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 pupils eligible for PP meet ARE and pupil surveys reflect increase in well-being		
F.	Pupils are seen in lessons engaging independently with their learning		Pupils will be higher on the Leuven scale for wellbeing and engagement (<i>minimum of 3:3</i>)		
5. Planned expenditure 2020-21					
i. Quality of Teaching for All					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>A. Higher expectations, rates of progress and therefore attainment across the school for pupils eligible for PP</p> <p>B. Higher levels of self-confidence, challenge and opportunities within school impacting on expectations for learning</p>	<ul style="list-style-type: none"> • Training for all staff on the core principles of Growth Mindset and metacognition • Higher expectations achieved through quality CPD in core subjects for all staff • Ongoing school CPD • External CPD opportunities 	<ul style="list-style-type: none"> • Staff Training time has been allocated to develop the recovery curriculum which will be delivered throughout the first half of the autumn term. This is 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 have identified a need to develop quality first-class teaching and develop staff practice to close the attainment gap. • We want to allocate 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 have identified that many of our PP children lack the skillset to challenge themselves when faced with a tricky task. They are unable to recognise that failure is an important part of the learning process. • We are aware that our Pupil Premium Children do not have access to some of the inspirational materials and external stimulus that our non-PP have. Technology and experiences are becoming more and more expensive and many of our children do not get to experience aspects of life that can inspire their creativity. Writing can be affected by this lack of imagination and creativity and so we wish to help inspire our children with a range of resources, opportunities and support to do so. • By purchasing resources, online subscriptions, as well as resources for mastery, we can support our teachers to engage our pupils to improve attainment in writing and mathematics and across the curriculum. These include: <ul style="list-style-type: none"> – Twinkl £215.52 – White Rose Premium Maths resources £99 – Rockstar Times Tables £94.90 – Wordsmith £638.85 – Power Maths £960 – Odizzi £100 – Key Stage History £125 	<ul style="list-style-type: none"> • Source local relevant trainer based on positive feedback from other schools who have introduced this initiative. • Purchase of quality resources to deliver Growth Mind-set in the classrooms 	FW, PB, FB,LA	January 2021 and June 2021
Actual Cost					£2733
<i>Contributions towards subscriptions £2233.27 Cost of Growth Mindset resources/training £500</i>					

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 higher 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 to ensure good progress for all pupils.
- Online subscriptions have facilitated all teachers to deliver quality first teaching across the curriculum. These 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. This will be embedded throughout the next academic year.
- The introduction of TFW and whole class reading has had a significant impact on the levels of our PP children. Evidence shows they are more engaged in lessons and making progress as a result.
- Whole school training on Growth Mind-set took place in Spring 2021. Impact has been noticed by the change in children's attitudes and the use of the word 'yet'. Children are more resilient as a result and are actively engaged in their learning. This needs to be revisited and embedded next academic year.

<p>A. Rates of progress in all areas C. Improve communication and oral language skills D. Opportunities to excel academically</p>	<ul style="list-style-type: none"> • Inspirational staff CPD and resources in order to inspire children to write and develop their English and Mathematics skills 	<ul style="list-style-type: none"> • 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. • 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. • 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. • 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. • Following lockdown, the decision was made to extend the working hours of a part time teaching assistant to support a Pupil Premium child displaying severe emotional and behavioural difficulties. This will provide full-time support for this child enabling the teacher to focus on increasing rates of progress for all pupils. 	<ul style="list-style-type: none"> • Deployment of TAs for writing and maths support as well as additional targeted teaching • Deployment of additional HLTAs across the school for targeted teaching • Deployment and skillset of TAs will be reviewed as part of performance management 	<p>FW, PB, All class teachers with PP children in their class</p>	<p>January 2021 and June 2021</p>
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Actual Cost £2747

Cost of 1 TA x for an additional 2 afternoons per week

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.
- '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. 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, also developing cultural capital.

<p>A. Higher expectations, rates of progress and therefore attainment across the school for pupils eligible for PP</p> <p>D. Pupils eligible for PP are given opportunities to excel academically</p>	<ul style="list-style-type: none"> Support children in their learning by targeted, supported and personalised learning within the classroom 	<ul style="list-style-type: none"> 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. Detailed records of attainment in the form of a Pupil Premium Personal Profile will be kept by the Inclusion Manager and updated to reflect provision, support and attainment following each check point. Regular SLT meeting to take place half termly to discuss provision and decide whether further adjustments are required. 	<ul style="list-style-type: none"> Increased rates of engagement in mathematics lessons from PP children Increased rates of progress from individual starting points in mathematics 	<p>FW, PB, FB,LA, ML, GC</p>	<p>January 2021 and June 2021</p>	
<p><i>Cost of contribution to the salary of an experienced maths intervention teacher £11417</i></p>					<p>Actual Cost</p>	<p>£4000</p>
<p>Impact</p> <ul style="list-style-type: none"> Small group maths support in KS2 enabled pupils to focus on securing skills to promote an increase in progress rates. This was paused during school closure during the first half of the spring term but was reintroduced in upon school opening. All PP children were targeted as part of the intervention to build mathematical skills in a small group setting. The focus of session to was ensure core numerical skills were secure as well as to complement the in-class curriculum. PPPP documents record barriers to learning, attainment and provision for those pupils in receipt of the pupil premium grant. In the new academic year all class teachers will meet termly with the Inclusion Manager to maintain focus on minimising and eradicating barriers to learning and adapt provision to optimise learning outcomes. 						

<p>B. Self-confidence, challenge and opportunities</p> <p>C. Improve communication and oral language skills</p> <p>E. Boost confidence, well-being and expectations</p>	<ul style="list-style-type: none"> • Increase awareness of mental health and wellbeing • Provide support for pupils who require it 	<ul style="list-style-type: none"> • The context of our school, as well as the context of society in general, is changing dramatically, particularly now following lockdown and during the coronavirus pandemic. Social media and the internet is increasing our children's negative perceptions of themselves, particularly in the area of mental health and own personal wellbeing. • A CREW (creativity, resilience, engagement and wellbeing) theme week has been planned for the spring term for the whole school (including staff) to develop a greater understanding of mental health issues. • 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 is a barrier to their learning. • Nurture groups will be utilised to support children (particularly those eligible for PP) to promote good mental health and wellbeing (see targeted support for funding). • Leuven scales will be analysed for each class to enable us to identify those children who need support with wellbeing and engagement. Appropriate interventions and targeted support will be put in place accordingly. • Worry boxes have been introduced to give all pupils the opportunity to talk about their feelings, worries and concerns. This is looked after by a highly trained member of support staff who takes time to talk to those children who need this. • Pastoral support plans are developed for those that need and parent meetings are held to support parents. 	<ul style="list-style-type: none"> • CREW Wellbeing Week • Policy and procedures - Staff CPD • Nurture Groups • Worry boxes 	<p>FW, PB, FB,LA</p>	<p>January 2021 and June 2021</p>
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Contribution to the Learning Mentor salary £15,745 **Actual Cost** **£5000**

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.
- 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 who are also in receipt of PP funding.
- 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.
- All pupils are aware of worry boxes providing an opportunity for pupil voice to access support for their social, emotional and mental health needs.

<p>A. Rates of progress in all areas B. Self-confidence, challenge and opportunities C. Improve communication and oral language skills D. Opportunities to excel academically E. Boost confidence, well-being and expectations</p>	<ul style="list-style-type: none"> Develop the curriculum and teaching strategies to enable all of our pupils (PP and non-PP) to flourish. 	<ul style="list-style-type: none"> Developing our curriculum, with our clear intent and rationale behind why we do what we do, is a key priority area for the school this academic year. At Hadley Wood, we challenge our staff to provide the best possible learning experience for our children based on the context of their class. Our new Big Question approach to learning incorporating our building blocks methodology supports the children to become confident, capable and caring as stated in our vision. An updated PSHE policy has been written to fit the context of our school and opportunities are sought throughout the academic year to engage with local and national priorities. The Recovery Curriculum has been designed by our subject leaders in order to support teachers to identify gaps in learning for our pupils in their return to school. Priorities from our SDP 2020-21 are: <ul style="list-style-type: none"> To implement a recovery curriculum based on the needs of the children following school closure To ensure consistency of provision in all curriculum areas across the school To develop a geography curriculum which inspires in pupils a curiosity and fascination about the world around them To develop a Physical Education curriculum which enables pupils to be physically confident in a way which supports their health and fitness To raise the attainment of disadvantaged children through language acquisition opportunities and the development of cultural enrichment opportunities To further develop pupil reading for pleasure/writing for meaning through book study and MIDAS approach to learning To develop assessment opportunities in wider curriculum subjects by embedding the use of the Deliberate Mistake, Big Question and Building Blocks methodology To continue to set high expectations for all including SEND, Pupil Premium and more able pupils to ensure that all children make at least expected progress from their individual starting points To support subject leaders' assessment of teaching and learning through whole school moderation opportunities including learning walks, work scrutiny, pupil discussion and teacher assessment <p>In addition to the above, we pride ourselves on developing our children as individuals and celebrating their talents through our Arts Trophy, SMSC and British Values curriculum, PSHE and P4C. Pupil Premium will contribute to resources and our Leader of Learning Salary to ensure that we are providing the best experiences and opportunities for our children.</p>	<ul style="list-style-type: none"> Developing skills progression Focus Weeks CPD for Staff - Mastery and challenge Monitoring cycle Embedding the Hadley Wood approach to wider curriculum delivery 	<p>FW, PB, FB,LA</p>	<p>January 2021 and June 2021</p>
<i>Contribution towards curriculum resources</i>				Actual Cost	£200

Impact

- 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.
- 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.
- 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.
- 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.
- All teachers received 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.
- 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.
- All teaching staff received 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. The school has invested in a wide range of quality text to support whole-class reading

Quality of Teaching for All - Total Cost £14680

ii. Targeted Support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Rates of progress in all areas D. Opportunities to excel academically	<ul style="list-style-type: none"> • Objective led targeted teaching, interventions and booster groups 	<ul style="list-style-type: none"> • All PP children (including under attaining and more-able) will be able to access good quality targeted teaching, identified by teachers in Pupil Progress Meetings and class assessments. Support in school in small groups or 1:1 will enable children to work at the required pace to gain a deeper understanding of concepts and skills taught. • Year 6 children will have additional support in the build up to SATs using https://www.cgpbooks.co.uk/ • Targeted groups led by Year 6 class teacher, Upper KS2 HLTA Lead to challenge and support the more-able PP across the school following discussions at Pupil Progress Meetings. 	<ul style="list-style-type: none"> • Support staff used to provide targeted teaching and interventions across the school where identified • At least 80% of children eligible for PP will meet ARE 	PB, Deployed Support Staff, GC	January 2021 and June 2021
CGP Revision books for PP children in Year 6 = £111; Contribution to in-class TA support delivering targeted teaching across the school				Actual Cost	£1000

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 higher 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 to ensure good progress for all pupils.
- End of KS2 data reflects the additional support and strategies implemented in Year 6 for all pupils to fulfil their potential. Data for GDS highlights the achievements of our more able learners.

<p>A. Rates of progress in all areas B. Self-confidence, challenge and opportunities C. Improve communication and oral language skills D. Opportunities to excel academically E. Boost confidence, well-being and expectations</p>		<ul style="list-style-type: none"> • Enrichment opportunities have always been a source of strength at Hadley Wood. We are proud to work with the Enfield LA and ETSP to ensure that opportunities boost children’s confidence and academic ability in different areas of the curriculum as well as supporting their wellbeing. • In previous years we have taken part in debating, virtual quizzes and spelling bees. This year, it is a little less clear as to how we can participate in some enrichment opportunities due to the coronavirus pandemic. However, through the ETSP, we have already been informed of opportunities such as a KS2 spelling bee and virtual Year 6 quiz. 	<ul style="list-style-type: none"> • Enrichment opportunities for identified children with PP who would benefit from extra input in order to secure ARE or to support their mental health and wellbeing by exposure to different opportunities. • TAs deployed to work with the children and train them before events 	<p>FW, PB, FB, LA Maths lead</p>	<p>January 2021 and June 2021</p>
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ETSP enrichment events for targeted pupils = £180; TA support for participating in these events, contribution towards Forest School **Actual Cost** **£1350**

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.
- KS2 pupils 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.
- As a school, we introduced Forest School workshops in this academic year following the second lockdown in two successive academic years. The school funded this in addition to the planned enrichment opportunities outlined above as the PPG had already been allocated for the year. This totalled £1900 over the course of the summer term and enabled each class to experience two weekly sessions. We identified that our pupil (particularly those who are in receipt of the PPG) needed additional opportunities to build self-confidence and resilience. We also ran an after school forest school workshop which a large number of our PP children attended at an additional cost of £295. We have seen a significant impact from the Forest School learning including increased engagement and cultural capital. This is something the school will aim to develop in the next academic year.

<p>A. Rates of progress in all areas B. Self-confidence, challenge and opportunities C. Improve communication and oral language skills D. Opportunities to excel academically E. Boost confidence, well-being and expectations</p>	<ul style="list-style-type: none"> Nurture Group for language and social skills as well as development of communication and academic potential Online Literacy and Numeracy Support programme Mentoring, Behaviour and Inclusion Support - Consistent approach to nurture 	<ul style="list-style-type: none"> Behaviour is a form of communication and we wish to ensure that children are able to articulate their feelings. In turn, this will have an impact on children's attitude to school life and attendance. A Nurture Group for pupils eligible for PP led by the Learning Mentor will take place to ensure that pupils develop self-confidence, self-awareness and anger management particularly, after the lockdown experience. for many Staff training from Team Teach on de-escalation and behaviour management strategies has been booked for Autumn Term 2 due to the increase in the number of behavioural concerns displayed by a small number of our Pupil Premium children who are presenting with poor mental health. An online Literacy and Numeracy support program will enable children, staff and the parents to access resources for the promotion of Literacy, communication and Numeracy skills (IDL). As part of our involvement with the Close the Word Gap project, we are developing our own spoken language core program across the curriculum to boost pupil acquisition of early language skills. 	<ul style="list-style-type: none"> Resources and cost of intervention programme Progress measured through data systems, including Pre-Key Stage Standards, Early Learning Goals and National Curriculum objectives - Children will develop communication skills to be able to access the next stages in their learning Nurture group for PP children at lunchtimes Parent support as required Additional Inclusion Support SENCO 	<p>FW, PB, FB,LA Learning Mentor and relevant staff</p>	<p>January 2021 and June 2021</p>
Actual Cost					£2000
<p><i>IDL subscription = £500; Learning Mentor Nurture Group £500 Budgeted Cost Contribution to SENDCo salary for overseeing, resourcing and managing this targeted support</i></p>					
<p>Impact</p> <ul style="list-style-type: none"> Reduced playground incidents at break and lunch times reflect the effectiveness of the role of the Learning Mentor and Nurture Room provision. 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. Good rates of progress show positive impact for pupils accessing IDL literacy and numeracy, especially for pupils in lower KS2. 					

<p>A. Rates of progress in all areas</p> <p>D. Opportunities to excel academically</p>	<ul style="list-style-type: none"> Additional KS1 reading booster group MIDAS intervention groups across KS2 	<ul style="list-style-type: none"> Following lockdown and the return to school, some children have suffered with lost learning and we have seen the need to plug the gaps, particularly in basic comprehension and fluency. Additional reading booster groups will take place in Year 2 from September to December, led by our MIDAS reading intervention lead. An experienced HLTA is leading MIDAS reading intervention groups across KS2 5 x afternoon per week to raise attainment in reading. 	<ul style="list-style-type: none"> MIDAS resources Support staff allocation 	<p>LA, RB, Deployed HLTA staff</p>	<p>January 2021 and June 2021</p>
<p><i>Contribution to cost of 1 x HLTA x 120 minutes per day for 5 days @ a cost of £137.50 per week</i> Actual Cost</p>					<p>£2300</p>
<p>Impact</p> <ul style="list-style-type: none"> '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 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 weekly 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. Each cohort have been offered two before or after school clubs to boost reading stamina and comprehension amongst the lowest performing pupils. Impact can be seen in class with positive levels of engagement and all pupils being exposed to high quality texts, also developing cultural capital. 					
<p>F. Regularly attend school, enabling them to be successful learners</p>	<ul style="list-style-type: none"> Support families with poor attendance 	<ul style="list-style-type: none"> 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 the families to bring the 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. 	<ul style="list-style-type: none"> Breakfast Club Regular contact EWO involvement 	<p>PB, JR, CO, FW Deployed Support Staff</p>	<p>January 2021 and June 2021</p>
<p>Actual Cost</p>					<p>£200</p>
<p>Impact</p> <ul style="list-style-type: none"> 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>Targeted Support - Total Cost</p>					<p>£6850</p>
<p>iii. Other Approaches</p>					

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
E. Boost confidence, well-being and expectations	<ul style="list-style-type: none"> To widen the educational experiences of all PP children and provide appropriate resources to enable children to flourish 	<ul style="list-style-type: none"> 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. We hope to be able to commence after school clubs and trips from October Half Term or Christmas. We will have to take advice on this. Similarly, with trips, we will fund trips for PP children as soon as they commence. 	<ul style="list-style-type: none"> PP children to access all wider curriculum opportunities. 	FW, PB, FB, LA	January 2021 and June 2021

Actual Cost **£400**

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. The school funded all internally-run clubs this academic year which all PP children were invited to attend.
- All PP children will be encouraged to attend an extra-curricular club run by Hadley Wood School in the new academic year 2021/2022, to increase curriculum skills and develop cultural capital.
- The school funded a number of workshops for PP children including the Shakespeare workshop for Year 5 and 6 to develop their understanding of good quality literature, the Viking workshop for Year 5 to support with their historical understanding and build cultural capital. We also fund enrichment opportunities such as the Year 6 Big Day Out where the children were given the opportunity to take part in a range of water sports for pupils in receipt of PPG.

D. Pupils eligible for PP are given opportunities to excel academically	<ul style="list-style-type: none"> To ensure the school offers a safe environment for the children to learn in 	<ul style="list-style-type: none"> A small number of our Pupil Premium children attempt 'flight'-when faced with any form of challenge. The school has purchased sheets of Perspex to cover the car park exit to deter the children in question from attempting to climb up the fencing and deter children from trying to abscond from the premises. This will then enable staff to support with de-escalation and calming techniques to enable the child/ren to work calmly in school. Nurture Group provision from the Learning Mentor will support PP pupils with Mental Health issues. Team Teach training has been booked to support staff with de-escalation strategies, behaviour management tips and where relevant positive handling. The whole of the support staff will receive the training to take place on 11th November 2020. The SLT staff hope that this will support 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. Cost of Team Teach training is £1434.72 	<ul style="list-style-type: none"> The school grounds will be child-proof and prevent SEMH pupils from attempting to leave the school grounds. There will be a reduction in the number of times SLT are called to prevent children from attempting to leave the school grounds. Staff will be able to deescalate situations quickly to enable pupils to return to class 	FW, PB, MJ, Deployed support staff responsible for PP children	January 2021 and June 2021
<i>Cost of Team Teach Training £1434.72, Cost of Perspex sheeting to increase security is £2400</i>				Actual Cost	£2400
Impact <ul style="list-style-type: none"> School grounds are secure and there has been a reduction in the number of times a member of SLT has needed to support staff. Staff are gaining confidence in implementing de-escalation strategies facilitating a reduction in incidents. 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. As a result there has been a reduction in the number of behavioural incidents. 					
B. Self-confidence, challenge and opportunities E. Boost confidence, well-being and expectations	<ul style="list-style-type: none"> To provide the opportunity for all Y5 and Y6 pupils to attend a school journey 	<ul style="list-style-type: none"> 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. Last year, both of these trips were cancelled due to the coronavirus pandemic, but we are hopeful that they will be able to take place this academic year. 	<ul style="list-style-type: none"> All pupils will be able to attend school journey Y6 (Isle of White) subsidy - School journey Y5 (Cuffley Camp) subsidy 	FW, JR	January 2021 and June 2021
<i>Cost of Y6 children for PGL(approx. £500) and Y5 children to Cuffley Camp (approx. £1000)</i>				Actual Cost	£500

Impact

- All PP children who attend school journey share a common experience with their peers, developing a range of skills to encourage independence and promote cultural capital.
- The school journey experience develops self-confidence and wellbeing indicated by increased Leuven scales.
- 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. These were fully funded for children who qualify for PPG.
- Hadley Wood School remains committed to supporting pupil premium children to access extra-curricular activities and educational and residential trips.

Other Approaches - Total Cost	£3300
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Hadley Wood Primary School Pupil Premium 2020-21 Total Cost	£24,830
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In reality, the total cost far exceeds our pupil premium allocation. However, our approach, as outlined on the first page, is a whole school and every child approach, aiming that all children can become fulfilled, healthy and successful through the correct provision.