



Hazel Wood
High School

Respect Responsibility Aspiration

Pupil premium strategy statement

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Date: December 2025



Part of the

Oak



Learning Partnership

Pupil premium strategy statement – Hazel Wood High School.

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|--|---------------|
| Number of pupils in school | 673 |
| Proportion (%) of pupil premium eligible pupils | 57.5% (387) |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year) | 2025-2028 |
| Date this statement was published | 31.12.25 |
| Date on which it will be reviewed | 01.12.25 |
| Statement authorised by | Adele Hulton |
| Pupil premium lead | Tasneem Patel |
| Governor / Trustee lead | Gary Pullan |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £420,235 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £420,235 |

Part A: Pupil premium strategy plan

Statement of intent

Hazel Wood High School is committed to ensuring that all pupils achieve their full potential through high-quality teaching delivered via an inspirational, ambitious, and carefully sequenced curriculum. This work is underpinned by robust quality assurance processes that secure consistently high standards of teaching and learning. We are dedicated to identifying and removing barriers to learning for all pupils, including both Pupil Premium (PP) and non-Pupil Premium students, throughout their five years of secondary education.

Our Pupil Premium strategy is bespoke to the needs of our pupils and wider school community and is informed by evidence-based research. It is fully aligned with whole-school improvement priorities and designed to respond effectively to the specific context of Hazel Wood High School.

Hazel Wood High School serves a diverse community with high levels of deprivation. Disadvantaged pupils make up close to 50% of the intake across year groups:

- **Year 11:** 57% (67 pupils)
- **Year 10:** 58% (79 pupils)
- **Year 9:** 55% (79 pupils)
- **Year 8:** 62% (85 pupils)
- **Year 7:** 63% (90 pupils)

With approximately half of the whole-school population identified as Pupil Premium, our strategy is designed not only to reduce disadvantage gaps but also to enhance provision in ways that benefit all pupils. Key approaches—including literacy development, high-quality teaching, targeted intervention, and enrichment—support both disadvantaged and non-disadvantaged pupils by increasing cultural capital, broadening experiences, and strengthening inclusion.

Our ambition is that all pupils, regardless of background or circumstance, make good or better progress across the curriculum. The central focus of this strategy is to ensure that disadvantaged pupils secure strong academic outcomes and leave Hazel Wood High School well prepared for further education, employment, and life beyond school. High-quality teaching sits at the heart of this approach, particularly in areas where disadvantaged pupils require the greatest support, reflecting strong evidence that classroom provision has the greatest impact on closing attainment gaps.

Our approach is rooted in diagnostic assessment and a detailed understanding of individual and cohort needs, avoiding assumptions about disadvantage. The strategies adopted are complementary and designed to support pupils' academic and personal development. To ensure impact, we will:

- Maintain high expectations and ensure disadvantaged pupils are consistently challenged through high-quality curriculum provision.
- Intervene early when needs are identified.
- Embed a whole-school culture in which all staff share responsibility for disadvantaged pupils' outcomes.
- Monitor progress rigorously and refine provision based on evidence of impact.
- Through this strategy, Hazel Wood High School aims to secure equity, maximise opportunity, and ensure every pupil benefits from an ambitious, inclusive, and aspirational educational journey.

Challenges

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

| Challenge number | Detail of challenge | | | | | | | | | | | | | | | | | | | | | | | | |
|--------------------|---|-------|-----------------------------|-----|-----------------------------|--------|-------|-----|-------|--------|-------|-------|-------|--------|-------|-------|-------|---------|-------|-------|-------|---------|-------|-------|-------|
| Challenge 1 | <p>Challenge: Improving Standard and Strong Pass Outcomes (English & Maths) for Disadvantaged Pupils</p> <p>Hazelwood faces an ongoing challenge in ensuring that disadvantaged (Pupil Premium) students secure both the standard pass (Grade 4+) and strong pass (Grade 5+) in English and Maths. Although the projected 2025 Basics outcomes currently mirror those achieved in 2023, this reflects a similar cohort profile rather than evidence of sustained improvement. The attainment gap between disadvantaged and non-disadvantaged pupils therefore remains a key priority.</p> <p>A significant contributing factor is that, on entry, the majority of disadvantaged students arrive with below age-related reading ability and are typically assessed as low or medium prior attainers. These starting points limit their access to the curriculum, reduce their confidence with subject-specific vocabulary, and make it more difficult for them to secure the foundational knowledge needed to convert progress into threshold grades in both English and Maths.</p> <p>To address this challenge, the school must ensure consistently high-quality teaching, effective use of assessment, targeted intervention, strengthened reading provision, and support in overcoming individual barriers to learning. Improving PP outcomes at Basics 4+ and 5+ remains essential for meeting school targets and ensuring disadvantaged pupils have strong post-16 pathways.</p> <p>Current Y7-11 Mean KS2 data on entry</p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>NPP</th> <th>Average KS2 Data upon entry</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>90.90</td> <td>100</td> <td>95.30</td> </tr> <tr> <td>Year 8</td> <td>91.46</td> <td>93.92</td> <td>92.37</td> </tr> <tr> <td>Year 9</td> <td>89.24</td> <td>96.56</td> <td>92.17</td> </tr> <tr> <td>Year 10</td> <td>90.56</td> <td>86.69</td> <td>88.74</td> </tr> <tr> <td>Year 11</td> <td>83.45</td> <td>88.36</td> <td>85.43</td> </tr> </tbody> </table> <p>(based on CATS)</p> | | PP | NPP | Average KS2 Data upon entry | Year 7 | 90.90 | 100 | 95.30 | Year 8 | 91.46 | 93.92 | 92.37 | Year 9 | 89.24 | 96.56 | 92.17 | Year 10 | 90.56 | 86.69 | 88.74 | Year 11 | 83.45 | 88.36 | 85.43 |
| | PP | NPP | Average KS2 Data upon entry | | | | | | | | | | | | | | | | | | | | | | |
| Year 7 | 90.90 | 100 | 95.30 | | | | | | | | | | | | | | | | | | | | | | |
| Year 8 | 91.46 | 93.92 | 92.37 | | | | | | | | | | | | | | | | | | | | | | |
| Year 9 | 89.24 | 96.56 | 92.17 | | | | | | | | | | | | | | | | | | | | | | |
| Year 10 | 90.56 | 86.69 | 88.74 | | | | | | | | | | | | | | | | | | | | | | |
| Year 11 | 83.45 | 88.36 | 85.43 | | | | | | | | | | | | | | | | | | | | | | |

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| <p>Challenge 2</p> | <p>Challenge 2: Reading and Disciplinary Literacy – Disadvantaged pupils (PP) at Hazel Wood High School face a significant and persistent challenge in reading and disciplinary literacy.</p> <p>In Year 7, 61 pupils are working below their chronological reading age, 36 of whom are disadvantaged, meaning PP pupils make up the majority (59%) of those entering with low reading proficiency. Whole-school reading data shows that this pattern continues beyond Year 7; across Years 8–11, PP pupils remain consistently over-represented in the below-reading-age group, indicating that gaps in reading proficiency persist throughout KS3 and KS4.</p> <p>These gaps have clear implications for curriculum access and progress. SISRA data shows that pupils with lower reading ages make slower progress across reading-intensive subjects such as English, Science, History and Geography. QA lesson observations and book scrutiny highlight that disadvantaged pupils struggle more frequently with decoding challenging texts, interpreting subject-specific vocabulary (Tier 2 and 3), sustaining reading stamina, and independently accessing disciplinary reading materials. Teacher feedback and pupil voice further indicate that PP pupils are less confident reading aloud, less likely to engage in independent reading outside lessons, and less likely to use the library or take part in reading enrichment opportunities—patterns linked to reduced self-efficacy, limited cultural capital, and inconsistent access to reading materials at home.</p> <p>Although disadvantaged pupils are disproportionately affected, there are early signs of improvement. Targeted reading interventions are beginning to accelerate gains in reading age, and QA evidence shows increasing consistency in staff use of whole school reading strategies. Explicit vocabulary instruction, modelling of disciplinary reading processes, and paired / echo reading techniques are already strengthening pupils’ confidence and engagement with complex texts. Continued refinement and sustained implementation of these approaches are expected to narrow gaps further over the course of the three-year strategy.</p> <p>Together, this evidence demonstrates a clear and substantial challenge in reading and disciplinary literacy for PP pupils, restricting curriculum access, affecting confidence, and contributing to slower academic progress across subjects.</p> |
| <p>Challenge 3</p> | <p>Challenge 3.1: Attendance</p> <p>Disadvantaged pupils have lower overall attendance and higher levels of persistent absence than their non-disadvantaged peers, with the gap most pronounced in Years 9–11. This directly impacts attainment, behaviour, and post-16 outcomes. Contributing factors include reduced parental engagement, unmet pastoral and emotional needs, anxiety, low motivation, and complex family circumstances.</p> <p>Challenge 3.2: Behaviour</p> <p>Behaviour incidents and disengagement disproportionately affect disadvantaged pupils, indicating a need for more consistently embedded school-wide routines and targeted pastoral interventions to support positive behaviour, improve engagement in lessons, and address underlying wellbeing needs.</p> |

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| Challenge 4 | <p>A significant number of Pupil Premium students experience poorer mental health, wellbeing, resilience, and confidence than their peers, which negatively impacts their attendance, engagement, behaviour, and academic outcomes.</p> <p>A significant proportion of PP learners present with higher levels of anxiety, reduced emotional regulation, and limited coping strategies when faced with academic or personal challenges.</p> <p>These wellbeing needs negatively impact attendance, engagement in lessons, willingness to attempt challenging work, and the ability to recover from setbacks. Low self-esteem and fragile confidence also contribute to avoidance behaviours, reduced participation, and lower motivation, which in turn hinder academic progress and outcomes.</p> <p>Addressing this challenge requires a sustained and strategic approach. PP students need targeted pastoral support, consistent relationships with trusted adults, proactive mental health interventions, and whole-school systems that promote emotional safety, resilience, and positive self-belief. Strengthening wellbeing and confidence is essential to improving engagement, attendance, and long-term outcomes for disadvantaged learners.</p> |
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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 |
|---|--|
| <p>Challenge 1</p> <p>By 2027, disadvantaged pupils will achieve significantly improved outcomes in English and Maths, with sustained increases in the proportion achieving both the standard pass (Grade 4+) and strong pass (Grade 5+) compared with the 2025 baseline cohorts. A greater proportion of disadvantaged pupils will also meet or exceed their target grades based on their KS2 starting-point data, demonstrating strong and sustained progress.</p> <p>Attainment for disadvantaged pupils in English and Maths will be in line with national averages and will meet the whole-school SDP targets for Basics outcomes.</p> <p>This improvement will be driven by strengthened reading ability, improved access to the curriculum, consistently high-quality teaching, targeted academic support, and early intervention. The attainment gap between disadvantaged and non-disadvantaged pupils in Basics 4+ and 5+ will narrow year-on-year, evidencing the</p> | <p>Basics Outcomes (English & Maths)</p> <ul style="list-style-type: none"> The proportion of disadvantaged pupils achieving Basics 4+ and Basics 5+ increases year-on-year. By 2027, PP outcomes in Basics 4+ and 5+ are in line with national averages. PP outcomes meet or exceed whole-school SDP targets each year. The attainment gap between PP and non-PP pupils within school narrows annually. The gap between Hazel Wood PP pupils and PP pupils nationally narrows year-on-year, moving towards national parity by 2027. <hr/> <p>Meeting Target Grades Based on Starting Points</p> <ul style="list-style-type: none"> Each year, an increasing proportion of disadvantaged pupils meet or exceed their target grades in English and Maths. |

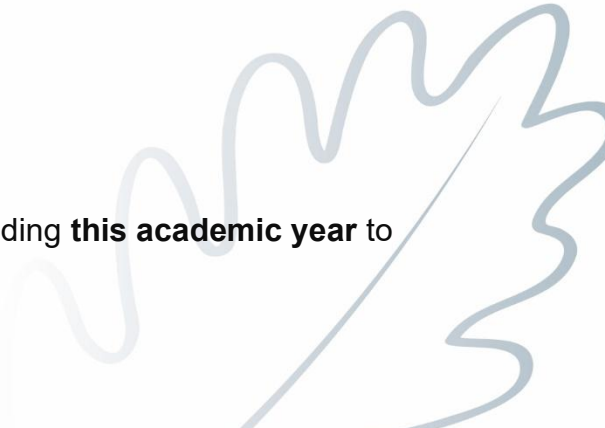
| | |
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| <p>sustained and strategic impact of the school's approach.</p> | <ul style="list-style-type: none"> • By 2027, disadvantaged pupils' progress is in line with or above that of their non-disadvantaged peers (based on prior attainment bands). • Internal assessment cycles show consistent positive progress for PP cohorts, evidenced via actions implemented during the fortnightly focus meetings and RAG analyses based on the A&I (Achievement and improvement cycle for KS4). |
| <p>Challenge 2</p> <p>By 2027, disadvantaged pupils will demonstrate significantly improved reading proficiency and disciplinary literacy, leading to stronger curriculum access and improved progress across English, Humanities, Science and other reading-intensive subjects. The proportion of PP pupils working below their chronological reading age will reduce substantially from 2025 baselines, and an increasing number of disadvantaged pupils will meet or exceed expected reading age milestones each year.</p> <p>Disadvantaged pupils will show improved decoding, comprehension, and command of Tier 2 and Tier 3 vocabulary, enabling them to engage confidently with complex texts across the curriculum. As reading improves, PP pupils will make stronger progress relative to their starting points, and gaps between PP and non-PP pupils in reading-related outcomes will narrow year-on-year.</p> <p>This improvement will be driven by high-quality teaching, strengthened disciplinary literacy practice, targeted academic interventions, and increased participation in reading enrichment. As a result, disadvantaged pupils' reading attainment and engagement will align more closely with whole-school expectations, demonstrating the impact of a sustained, strategic focus on literacy.</p> | <p>Reading Proficiency and Curriculum Access</p> <ul style="list-style-type: none"> • The proportion of disadvantaged pupils working below chronological reading age reduces year-on-year, with a minimum 10% annual reduction from 2025 baselines. • By 2027, PP reading proficiency (NGRT or equivalent measures) is broadly in line with non-disadvantaged pupils in school. • The gap between PP and non-PP reading ages narrows each year, demonstrating sustained improvement. <p>Progress in Reading-Intensive Subjects</p> <ul style="list-style-type: none"> • Disadvantaged pupils' progress in English, Humanities and Science improves annually and moves closer to — or exceeds — whole-school SDP expectations. • By 2027, PP progress in reading-intensive subjects is in line with or above that of non-disadvantaged pupils with similar starting points. • Internal assessment cycles show consistent positive progress trends for PP pupils in subjects requiring extended reading and complex text comprehension. <p>Impact of Teaching, Literacy Strategies and Interventions</p> <ul style="list-style-type: none"> • QA evidence (lesson observations, learning walks, book looks) shows consistent implementation of whole-school reading and vocabulary strategies across all subjects. • At least 70% of PP pupils participating in targeted reading interventions make 12+ months of |

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| | <p>reading progress within an academic year.</p> <ul style="list-style-type: none"> • Pupil voice indicates increasing confidence with reading aloud, decoding unfamiliar vocabulary, and engaging with extended texts. <p>Engagement and Attitudes to Reading</p> <ul style="list-style-type: none"> • PP pupils' participation in library use, reading enrichment, and literacy-focused extracurricular activities increases year-on-year. • Pupil voice reflects improved attitudes to reading and greater confidence accessing disciplinary texts in lessons. |
| <p>Challenge 3.1</p> <p>To ensure that all disadvantaged pupils attend school at least in line with, and wherever possible above, the national average for Pupil Premium students, and that persistent absence among Pupil Premium pupils is reduced to at or below the national average.</p> <p>This section outlines the outcomes we aim to achieve by the end of the current strategy period:</p> <ul style="list-style-type: none"> • Attendance for disadvantaged pupils improves and is at least in line with the whole-school average. • Persistent absence among disadvantaged pupils is reduced to below national averages. • Targeted disadvantaged pupils demonstrate improved punctuality and lesson attendance. • Parental engagement increases, with parents and carers showing a clear understanding of attendance expectations. • Pupil wellbeing and engagement improve, leading to sustained improvements in attendance. <p>Challenge 3.2</p> <p>To improve behaviour around the school through embedded routines and pastoral support.</p> | <p>By the end of the strategy period, attendance for disadvantaged pupils will be at least in line with, and where possible exceed, the national average for Pupil Premium pupils, with persistent absence reduced to at or below national benchmarks. The attendance gap between disadvantaged pupils and their peers will be eliminated or significantly narrowed. Targeted pupils will demonstrate improved punctuality and lesson attendance, underpinned by sustained engagement with school. Parental engagement will strengthen, with parents and carers showing a clear understanding of attendance expectations and their role in securing regular attendance. Improvements in pupils' wellbeing and engagement will lead to sustained attendance gains, evidenced through pastoral monitoring, attendance data, case studies, and pupil voice feedback.</p> <p>By the end of the strategy period, negative behaviour incidents and exclusions for disadvantaged pupils will be reduced, with rates at or below those of non-disadvantaged peers. Targeted pupils will demonstrate improved engagement and behaviour in lessons, supported by</p> |

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| | <p>consistent, school-wide routines and effective pastoral interventions. Parental engagement will increase, with parents and carers actively supporting behaviour expectations. Pupils' wellbeing and attitudes to learning will improve, evidenced through reduced behaviour incidents, pastoral monitoring, and positive feedback from staff and pupil voice surveys.</p> |
| <p>Challenge 4</p> <p>By 2028, the number of Pupil Premium pupils identified as experiencing anxiety and reduced emotional regulation will have decreased compared to 2025 baseline data. A smaller proportion of pupils will display avoidance behaviours in lessons and in relation to attendance, and fewer pupils will require interventions beyond those provided by classroom teachers or Pastoral Year Leaders.</p> <p>These improvements will be driven by a strengthened focus on resilience through PSHE, assemblies, and P1 sessions, alongside continued reinforcement of the '5 Ways to Wellbeing' and practical strategies pupils can use to support their own mental health. Wellbeing messages and strategies will be embedded within the green zone of lessons, supported by earlier identification of need and timely, targeted group interventions to prevent issues from becoming more complex.</p> | <p>There will be a reduction in the number of pupils recorded on CPOMS for emotional wellbeing or mental health support. The gap between Pupil Premium and non-Pupil Premium pupils requiring emotional wellbeing support will narrow. The number of external referrals will decrease, and the proportion of pupils referred for support will be in line with schools nationally with a similar context.</p> |

Activity in this academic year

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



Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £70,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Ensuring high quality teaching and assessment which is responsive and meaningful. | | |
| <p>CPD: Establishing morning routines and behaviour on corridors (MORE).</p> | <p>EEF – Improving behaviour in schools. Recommendation - Teach learning behaviours alongside managing misbehaviour</p> <p>DP sessions for teachers built into directed time.</p> <p>Planning and delivering student induction sessions.</p> <p>Planning and delivering whole school assemblies for students when needed</p> | 1,3 |
| <p>CPD: Establishing consistent routines in the classroom delivered to staff and students to reiterate the routines expected in the classroom STANCE and the use of the A and C board.</p> | <p>EEF – Improving behaviour in schools. Recommendation - Teach learning behaviours alongside managing misbehaviour</p> <p>DP sessions for teachers built into directed time.</p> <p>Planning and delivering student induction sessions.</p> <p>Planning and delivering whole school assemblies for students when needed</p> | 1,3 |
| <p>The use of rubrics to ensure consistency in routines.</p> | <p>EEF – Improving behaviour in schools. Recommendation - Teach learning behaviours alongside managing misbehaviour</p> <p>To ensure consistency of application.</p> <p>DP sessions for teachers built into directed time.</p> <p>Planning and delivering student induction sessions.</p> <p>Planning and delivering whole school assemblies for students when needed.</p> | 1,3 |
| <p>Five-part lesson with dual coding</p> | <p>EEF – Improving behaviour in schools. Recommendation - Teach learning behaviours alongside managing misbehaviour</p> | 1,3 |

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| | <p>Visits to an outstanding school within a similar context by various leaders to see the five-part lesson in action.</p> <p>Dedicated time at ELT and whole school CPD as well as a full PAD day dedicated to the development of this.</p> | |
| Marking, feedback and assessment agreement. | <p>EEF guidance – feedback + 6 months.</p> <p>ATOP developed for KS3 focusing on progression grids with common features on the format in each subject to ensure a consistent approach across the school. These have been developed working back from KS4 in terms of what a student should be doing in each year group for each of the 5 criteria with a KS4 end goal in mind.</p> | 1 |
| Homework and independent learning agreement. | <p>EEF guidance on homework +5 months on average. Moderate impact for very low cost.</p> | 1 |
| Additional staffing: Lead teachers within Maths, English, Humanities and Science. | <p>Lead teacher English – developing reading across the school. EEF – Improving literacy in secondary schools.</p> <p>Lead teacher Maths – developing numeracy across school. EEF – Improving mathematics in KS2 and KS3.</p> <p>Lead teacher Explore – teacher – student relationship building and classroom management. EEF – Improving behaviours in school. Teach like a Champion.</p> <p>Lead teacher Science – developing writing across school / homework. EEF – Improving literacy in secondary schools.</p> <p>EEF guidance on homework +5 months on average. Moderate impact for very low cost.</p> | 1 |
| Lexia Programme: providing students with structured literacy solutions to work independently. | | 1 |

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| Form-time reading programme (Reading for Life) to model fluent reading and build reading stamina | EEF recommends teacher modelling and repeated exposure to texts as effective ways to develop reading fluency and comprehension. Shared reading improves confidence and engagement, especially for disadvantaged pupils who may not read at home. | 2 |
| Embedding RWC (Reading, Writing, Communication) expectations across all curriculum areas | EEF Improving Literacy in Secondary Schools emphasises the importance of whole-school literacy frameworks to raise reading standards. Cross-curricular literacy ensures disadvantaged pupils receive consistent support. | 2 |
| Use of assessment to identify reading gaps and inform teaching (e.g., NGRT data used by all subject teachers) | EEF's guidance on assessment shows that diagnostic assessment enables targeted teaching and supports early identification of struggling readers. | 2 |
| Professional development to support and develop school leaders to deliver high quality lessons to all students. | | |
| Professional Development – whole school – 4WF (4 week focus). | <p>Our professional development package has been reformed in line with the EEF recommendations for Effective Professional Development.</p> <p>We use the EEF recommended mechanisms and have put these into 4 phases:</p> <p>Phase 1 – building knowledge. Phase 2 – motivating teachers. Phase 3 – Developing teaching techniques. Phase 4 – Embedding Practice.</p> <p>A full year CPD schedule is in place and focus for each session is shared with teachers. This year we have focus on developing the five-part lesson and student focus with the introduction of the TFF folder.</p> | 1 |
| Deliberate Practice | X 20 minutes per week built into directed time focusing on | 1 |
| Curriculum enquiries | <p>Developed a QA system of curriculum enquiries which are carried out collaboratively and lead to a subject development plan.</p> <p>Curriculum enquiries are scheduled based on results and any area of concern. .</p> | 1 |

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| New Staff Induction. | <p>EEF guidance – Recruiting, retaining and supporting teachers.</p> <p>To provide new staff with all the information they need regarding our systems and structures to ensure consistency for students and to ensure well-being of staff to secure staff retention.</p> <ul style="list-style-type: none"> • One full day prior to starting. • After school one-hour sessions for the first half term after starting. <p>Follow up sessions as and when needed to suit the individual.</p> | 1 |
| ECT programme. | Delivering an effective programme to develop ECTs into strong practitioners to ensure best practice in the classroom and secure staff retention. | 1 |
| Assertive Mentoring- Progress meetings | <p>Mentoring EEF (educationendowmentfoundation.org.uk)</p> <p>Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.</p> | 1 |
| CPD on vocabulary instruction and the teaching of Tier 2 and Tier 3 vocabulary | EEF Vocabulary Instruction Toolkit highlights that explicit teaching of academic vocabulary is strongly linked to improved reading comprehension and progress, especially for pupils with low literacy backgrounds. | 2 |
| Consistent implementation of whole-school reading strategies across all subjects | EEF states that disciplinary literacy is one of the most effective ways to support disadvantaged pupils, particularly in subjects with high reading demands. Consistent modelling of reading strategies (e.g., vocabulary instruction, echo/paired reading, annotating texts) improves comprehension and supports access to the curriculum. | 2 |

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

Budgeted cost: £150,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Targeted reading intervention programmes (RWI Fresh Start / Lexonik) | The EEF Toolkit reports +4 months progress for disadvantaged pupils from structured phonics and small-group reading interventions. Phonics-based approaches are particularly effective for pupils with weaker decoding skills. EEF shows that structured comprehension approaches such as small group intervention yield improvements in understanding, metacognition, and reading confidence, particularly for pupils with limited reading experience. | 2 |
| Buddy Reading programme for pupils significantly below reading age | EEF research shows that paired reading and repeated reading interventions can improve fluency, confidence, and comprehension, especially for weaker readers and those lacking reading support at home. | 2 |
| Termly reading age assessments to identify pupils for intervention and track progress (NGRT) | EEF guidance on assessment highlights the effectiveness of repeated, low-stakes diagnostic testing to identify gaps, allocate support, and monitor intervention impact. | 2 |

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

Budgeted cost: £200,235

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Library refurbishment and increased staffing to promote reading for pleasure and independent reading | EEF notes that creating literacy-rich environments increases reading motivation, especially for disadvantaged pupils who may lack access to books at home. Improved library spaces correlate with increased reading frequency and cultural capital. | 2 |
| Reading enrichment events (author visits, reading challenges, | EEF cultural capital evidence shows that exposure to reading experiences beyond the classroom enhances engagement, motivation, and identity | 2 |

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| book fairs, PP-first book clubs) | as a reader — key for pupils with limited reading opportunities at home. | |
| Parent/carer reading engagement and support (guidance, reading packs, workshops) | EEF's Parental Engagement guidance states that even light-touch literacy support improves reading outcomes, especially for disadvantaged pupils when parents have limited confidence with reading. | 2 |
| Targeted attendance monitoring and intervention led by an Attendance Officer/Pastoral Lead, with a focus on disadvantaged pupils. | DfE guidance highlights the importance of early identification and targeted support to reduce persistent absence. | 3.1 |
| Weekly attendance tracking and personalised attendance plans for pupils at risk of persistent absence. | School-based evidence shows early intervention improves attendance outcomes. | 3.1 |
| Mentoring and key-adult support for disadvantaged pupils with low attendance. | EEF research shows targeted pastoral support can improve engagement and attendance. | 3.1 |
| Access to counselling, mental health support and external agencies for pupils where wellbeing is a barrier to attendance. | EEF and DfE research link improved wellbeing with better attendance and engagement. | 3.1 |
| Parental engagement strategies including meetings, phone calls, and home visits where appropriate. | DfE guidance emphasises strong school-home relationships in improving attendance. | 3.1 |
| Incentives and recognition for improved attendance, including celebration of progress as well as high attendance. | Research indicates positive reinforcement supports behaviour and attendance improvement. | 3.1 |
| Flexible timetables, alternative provision and reintegration plans for targeted pupils. | DfE guidance supports flexible provision as a re-engagement strategy when carefully monitored. | 3.1 |
| Staff CPD and coaching on behaviour routines and classroom management (4 week focus CPD). | EEF guidance on behaviour interventions and internal monitoring data showing improvement in engagement where routines are applied. | 3.2 |
| | | |
| Targeted mentoring and pastoral support for | EEF research indicates mentoring and targeted pastoral support improve | 3.2 |

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| disadvantaged pupils at risk of exclusion. | engagement and reduce negative incidents. | |
| Structured behaviour plans for identified pupils, with clear rewards and consequences. | Internal evidence shows personalised plans reduce repeat negative behaviour. | 3.2 |
| Enhanced communication with parents/carers regarding behaviour expectations and interventions. | DfE guidance emphasises parental engagement in improving pupil behaviour. | 3.2 |
| Monitoring and review of behaviour data for disadvantaged pupils. | Ongoing tracking allows early intervention and measurement of impact. | 3.2 |
| JEP Counselling | Gives targeted support and 1:1 counselling to those pupils who need it. | 4 |
| 5 ways to wellbeing | Proven approach to help pupils manage their own emotional wellbeing and resilience. Endorsed by the Anna Freud foundation, the NHS and the UK government | 4 |
| Development of the PSHE curriculum to include knowledge and clear strategies to help pupils manage their emotional and mental wellbeing. | The PSHE association clearly defines what should be taught and to what year group to help pupils develop these skills. It is also clearly referenced in the DofE guidance for PSHE | 4 |
| Using questionnaires to identify pupils who may be struggling with anxiety and worry. | Me and my feelings questionnaire (Anna Freud) which has been adapted from the Strength and Difficulties Questionnaire that professionals use to assess emotional and mental health. Interventions can then be put in place earlier. | 4 |

Total budgeted cost: £420,235

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

| Outcomes 2025 | | | | | |
|--|---------------------|-------------------------|----------------------|-------------------------------|----------------------|
| 2024/25 OUTCOMES | | | | | |
| OUTCOMES | 24/25 Target | Final REG Grades | 24/25 Outcome | 23/24 National Average | 23/24 Outcome |
| APS Overall | 4.25 | 3.35 | 3.57 | 4.59 | 4.14 |
| APS Maths | 4.2 | 3.33 | 3.64 | 4.6 | 4.2 |
| APS English | 4.6 | 3.77 | 4.09 | 4.8 | 4.6 |
| APS Ebacc | 4.0 | 3.06 | 3.36 | 4.5 | 4.0 |
| APS Open | 4.3 | 3.37 | 3.38 | 4.5 | 4.1 |
| 9 to 5 English and Maths | 40% | 22.5% | 25.4% | 46% | 34% |
| 9 to 4 English and Maths | 58% | 41.5% | 45.7% | 65% | 57% |
| 9 to 4 English and Maths Disadvantaged | 40% | 32.4% | 33.8% | 44% | 38% |

The Year 11 cohort in 2024/25 is the first cohort without published KS2 prior-attainment data. In the absence of KS2 scores, Cognitive Ability Test (CAT) data has been used as the most reliable indicator of prior attainment. This shows that the cohort entered secondary education with below-average prior attainment, with an average CAT score of 97.5.

This context is critical when interpreting the 2024/25 outcomes, as it indicates that the cohort faced significant academic challenge from entry. Despite this, outcomes show clear improvement in the core subjects and in the basics, demonstrating that targeted curriculum refinement, intervention, and robust quality assurance have had a positive impact, particularly in English and Mathematics, which are double weighted within Attainment 8.

The 2025 outcomes also demonstrate clear improvement in subjects previously identified by governors as being under review. The implementation of rigorous monitoring and review processes, alongside a targeted in-school intervention plan, has ensured that support has been timely, focused, and responsive. As a result, interventions are having measurable impact, reflected positively in the data when considering value added across subjects.

While this improvement is encouraging, the strategic priority now is to translate gains in progress more sharply into achieving target Attainment 8 grades. This will be driven through

an even tighter focus on precision intervention, particularly in subjects with the greatest A8 weighting, ensuring that improvements in learning are fully realised in final outcomes.

As part of the current Pupil Premium strategy to improve Attainment 8, there has been a sharp and sustained focus on bespoke intervention in Mathematics and English, recognising their disproportionate influence within the A8 measure. Interventions are precisely targeted to close gaps for disadvantaged pupils and accelerate progress in the double-weighted core subjects, thereby maximising overall A8 impact.

Pupil voice has been actively used to shape the structure, timing, and delivery of interventions, leading to improved engagement and attendance, and ensuring pupils are more likely to benefit from additional support. Directors of subjects identify and group pupils through fortnightly strategic focus meetings, using attainment and progress data to ensure that the right pupils receive the right intervention at the right time.

In addition, Maths and English leads across the Trust work closely with core subject directors to strengthen and quality assure intervention delivery. This collaborative approach ensures that sessions are high-impact, curriculum-aligned, and focused on exam readiness, resulting in measurable improvements in core subject performance and a strengthened overall Attainment 8 outcome.

Reading and Disciplinary Literacy:

Over the previous strategy cycle, Hazel Wood High School implemented a comprehensive whole-school approach to reading and disciplinary literacy. Significant progress has been made in establishing a positive reading culture, embedding structured reading routines, and improving the quality of literacy teaching across subjects.

A well-resourced and diverse library has increased pupils' access to age-appropriate and culturally relevant texts, and pupils have had regular opportunities to borrow books during social times. The Reading for Life sessions twice a week at KS3 has successfully promoted reading for pleasure, with student voice indicating that pupils are increasingly engaged with the texts and reading routines. Author visits, reading challenges, and schoolwide advocacy for reading have also contributed to greater enthusiasm and positive attitudes toward reading. However, this is something we will continue to embed over the next cycle.

The implementation of the Reading Roots intervention pathway provided targeted support for pupils with NGRT reading ages below chronological expectations. Personalised reading targets based on diagnostic assessments ensured that interventions were matched precisely to pupil need. This approach helped secure progress for a notable proportion of pupils, particularly those with the most significant decoding and comprehension gaps. Termly reading age testing allowed for timely identification of pupils requiring additional intervention.

The curriculum now includes an explicit core lesson for Year 7, Year 8, and Year 9 pupils, which has been effective in strengthening comprehension and vocabulary knowledge. Staff report improved retrieval of taught vocabulary, and QA evidence shows that the reading lesson structure introduced in September 2024 has improved clarity and consistency across the curriculum. The newly created Lexia lesson structure has added further depth for pupils requiring intensive support. This year we will implement Lexonik, which is a structured 6 week reading intervention that targets fluency and vocabulary comprehension. We will continue to use RWI and Buddy readers as part of our tier 2 package.

Whole-school CPD for reading has had a strong impact. Staff have received training in phonics, paired and echo reading, vocabulary instruction, and how to teach reading explicitly in their subject areas. This has resulted in increased confidence across departments and greater consistency in modelling disciplinary reading. Lesson observations confirm that staff are

applying reading strategies more routinely, helping disadvantaged pupils access more challenging curriculum texts.

Reading age data from summer assessments shows improved outcomes across several year groups. For example, the proportion of Year 7 pupils reading at or above their expected age increased from 30% (autumn) to 52% (summer). Similar upward trends were seen in Years 8 and 9, demonstrating clear progress in reducing the number of pupils working significantly below age-related expectations. The number of pupils requiring phonics support has also decreased.

However, some challenges remain. Reading attainment gaps persist across all year groups, with disadvantaged pupils still over-represented among those who are two or more years behind reading age. While interventions proved effective for many pupils, a small proportion did not demonstrate sufficient progress and were referred to the inclusion team. Consistency in implementing some whole-school reading strategies also varied across departments, indicating a need for continued CPD and monitoring.

Overall, the previous strategy successfully strengthened reading provision, improved staff practice, and increased pupil engagement with reading. The foundations established—such as the Reading for Life programme, Reading Roots interventions, structured reading lessons, and enhanced CPD—provide a strong platform for continued improvement. The new strategy will build on this progress by refining targeted academic support, embedding disciplinary literacy further, and narrowing the reading gaps that disproportionately affect disadvantaged pupils.

Numeracy:

Over the last strategy cycle, important steps were taken to strengthen numeracy provision across KS3, including the introduction of form-time numeracy sessions in September 2024 aligned with the Sparx Maths curriculum and coordinated homework policy. Baseline assessments were established to identify pupils' strengths and gaps and to inform planning across classes

However, staff are not yet using the baseline testing consistently, resulting in variation in how effectively gaps are identified and addressed across the department. While some staff use QLA outcomes to plan responsively and plug gaps, this practice is not yet embedded schoolwide, limiting the overall impact on pupil progress.

A Year 9 baseline assessment was introduced to evaluate prior learning, and this revealed notable weaknesses in problem solving and reasoning across the cohort. These findings indicate that although procedural fluency is improving, pupils continue to struggle when applying knowledge to non-routine or multi-step problems. This inconsistency highlights the need for targeted staff training and a curriculum that places a greater emphasis on reasoning skills.

The current curriculum has been effective in developing fluency, but QA evidence shows it is too fluency-heavy, with insufficient opportunities for reasoning and conceptual understanding. Staff have identified the need for further training to rebalance the curriculum and improve pupils' problem-solving skills.

A whole-school Calculation Policy has been created to standardise methods, but it requires refinement to align fully with the new five-part lesson structure. Staff training is required to ensure consistent implementation and shared approaches across classrooms.

Session 7 interventions are underway, with pupils selected based on QLA data. An Impact Form system has been introduced to monitor these interventions; however, the effectiveness of this approach relies on accurate and consistent baseline assessment, which remains an area for improvement.

Overall, while progress has been made in establishing structures for assessment and intervention, the next phase of the strategy must focus on embedding consistent baseline use, improving staff confidence in teaching reasoning, and ensuring the calculation policy and lesson structure are fully integrated to support disadvantaged pupils more effectively.

Attendance

Attendance for Pupil Premium pupils has been above the national average for the past two years and dipped slightly in 2024–25, though not significantly. The school remains close to the national average for persistently absent Pupil Premium pupils, with two of the last three years significantly below the national figure. The strategies implemented – including robust daily attendance systems, improved parental communication, and targeted support for individual Pupil Premium pupils – have been effective and continue to have a positive impact.

Pupil Premium Attendance

| Year | Cohort | School | National | National distribution banding | Sch trend vs Nat trend | School context |
|---------|--------|--------|----------|-------------------------------|------------------------|----------------|
| 2024/25 | 412 | 87.6% | 88.2% | Close to average | Relative decline | High - FSM |
| 2023/24 | 371 | 88.5% | 86.0% | Above | Relative improvement | High - FSM |
| 2022/23 | 354 | 88.3% | 86.0% | Above | Relative improvement | High - FSM |

| | | | | | | |
|---------|-----|-------|-------|------------------|---------------|---|
| 2018/19 | 314 | 90.6% | 91.8% | Close to average | Not available | - |
|---------|-----|-------|-------|------------------|---------------|---|

Pupil Premium Persistent Absence

| Year | Cohort | School | National | National distribution banding | Trend | School context |
|---------|--------|--------|----------|-------------------------------|---------------|----------------|
| 2024/25 | 412 | 32.0% | 34.5% | Close to average (non-sig) | No sig change | High - FSM |
| 2023/24 | 371 | 35.3% | 42.5% | Below (sig-) | No sig change | High - FSM |
| 2022/23 | 354 | 38.1% | 43.8% | Close to average (sig-) | Sig increase | High - FSM |

| | | | | | | |
|---------|-----|-------|-------|----------------------------|---------------|---|
| 2018/19 | 314 | 28.0% | 24.7% | Close to average (non-sig) | Not available | - |
|---------|-----|-------|-------|----------------------------|---------------|---|

Rewards and Recognition

- Rewards assemblies were a prominent and valued feature of the 2024–2025 academic year. Staff were encouraged to recognise not only high attainment but also significant improvements in behaviour and attendance, which was particularly important as some pupils with the highest negative points or poorest attendance are Pupil Premium students. Rewards reset each half term, ensuring all students had a fair opportunity to be recognised (for example, highest achievement points), addressing previous concerns that awards were repeatedly going to the same pupils and were not fully inclusive.
- All students, regardless of Pupil Premium status, were eligible to attend the end-of-year movie morning, which included popcorn and crisps. Eligibility required 0 negative points and 100% attendance across the year, with consideration given to pupils with extenuating circumstances. Both rewards assemblies and the movie morning were highly popular, with a wide range of pupils receiving awards for diverse achievements. Badges awarded were worn with pride, reinforcing positive behaviours.

Living Your Best Life and Cultural Capital

- The Living Your Best Life initiative continued to provide pupils with opportunities to broaden their experiences. Many activities could be completed in school, ensuring Pupil Premium pupils were not disadvantaged (for example, reading aloud in class, taking part in school competitions, or learning basic phrases in another language). While there were no additional full booklet completions, pupil engagement remained high throughout the year. Some tasks were identified as barriers (for example, weather-dependent activities such as making a snow angel) and were adapted for the incoming Year 7 cohort.
- All students were offered Oak Experience opportunities to further develop cultural capital.
- **Year 7** attended the Bushcraft Residential and a Tree Top experience and picnic at Heaton Park.
- **Year 8** visited Chester Zoo, with many pupils experiencing this for the first time.
- **Year 9** visited York, including York Minster, the York Dungeons, and a City Walls walk—again, a first visit for many pupils.
- **Year 10** participated in work experience, with some pupils securing employment as a result, and attended GM Higher events, including university visits and talks from a range of educational institutions.
- **Year 11** received a Leavers' package, including a catered celebration morning, assembly, photographs, and a Leavers' Celebration (Prom) with a formal dining experience.
- All activities were provided free of charge to ensure no disadvantage to Pupil Premium pupils. Additional support for prom attire was offered but not required. These experiences provided valuable memories, enrichment, and learning opportunities for all students.

Pastoral Incentives

- Freddo Friday continued to be a successful pastoral initiative, with approximately 100 Freddos distributed weekly. Observations from the Pastoral Director indicate that many recipients are Pupil Premium pupils, alongside a broad range of students each week. The initiative is particularly valued by pupils, with branded "Freddo" chocolates being strongly preferred and positively received, reinforcing the importance of meaningful, pupil-informed rewards.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

| Programme | Provider |
|-----------------|---|
| School Cloud | https://www.schoolcloud.co.uk |
| Arbor | https://arbor-education.com |
| Edudek | https://edudek.co.uk/ |
| Seneca | Free Homework & Revision for A Level, GCSE, KS3 & KS2 |
| Sparx Maths | Sparx Maths - Home |
| RWI Fresh Start | Fresh Start Ruth Miskin Literacy |
| Lexonik | https://lexonic.org/ |