



Aspiration



Integrity



Resilience



Pupil Premium Strategy Statement

Author: T Patel
December 2023



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	Hazel Wood High School
Number of pupils in school	715
Proportion (%) of pupil premium eligible pupils	49.79%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023 December 2024 December 2025
Statement authorised by	Paul Greenhalgh
Pupil premium lead	Tasneem Patel
Governor / Trustee lead	Sheila Gaskell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£357,075
Recovery premium funding allocation this academic year	£95,220
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£452,295

Statement of intent

Hazel Wood High school is committed to ensuring all our students achieve their full potential by providing Quality teaching through an inspirational curriculum which is both ambitious and focused whilst ensuring robust quality assurance systems and procedures. We will endeavor to work hard to remove barriers that our PP and non-PP students may face whilst with us throughout their crucial 5 years of secondary school education. The pupil premium strategy is bespoke to the needs of our students and the wider school community needs and has been developed through evidenced inform research. Our strategy will be further underpinned by our whole school priorities:

1. Ensuring high quality teaching, which impacts positively on pupil progress.
2. Meaningful pupil assessment, which informs our practice.
3. Strong focus on reading, writing and communication to improve pupil outcomes.
4. Early identification of students in need of academic support to remove barriers to learning for all.
5. Ensuring students attendance levels recover to pre-pandemic national averages.

Hazel Wood High School serves a diverse set of communities within a catchment area with high deprivation. The level of deprivation within our student population is increasing in the younger year groups, with 52.03% Year 7, 57.82% PP in Year 8, 53.29% PP in Year 9 compared to 40.71% in Year 10 and 44.96% in Year 11. We understand that the strategies that we will put in place will most definitely benefit our non-pp students as 50% of our school population is pupil premium. Furthermore, we believe our strategy will enhance the opportunities to promote cultural capital, high participation and an inclusive and celebratory experience for all our students through the Hazel Wood journey.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress across the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal through the strategies outlined in this plan. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel in their learning. To ensure they are effective we will: ensure disadvantaged pupils are challenged in the work that they are set, act early to intervene at the point need is identified, adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and help to raise the attainment of these students.

Challenges

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

Challenge number	Detail of challenge																									
1	<p><u>Overall Attainment and Progress</u></p> <p>The attainment of disadvantaged pupils has been historically significantly lower. This is a key area of focus particularly in the areas of English and Maths. Attainment measures for 2021/22 indicate there is still a gap for both P8 and A8 between PP and non-PP students.</p> <p>Our disadvantage students struggle with reading and extended writing tasks which is evident in assessments that students have undertaken as well as the reading ages for our students. The assessments on entry indicate that our students have been affected by the global pandemic and the impact of this is the continual catch up during their time in KS3.</p> <p>Current Y7,10 and 11 mean KS2 data on entry</p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>PP/Non-PP</th> <th>Reading average</th> <th>Maths average</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Y7</td> <td>PP</td> <td>99.29</td> <td>99.59</td> </tr> <tr> <td>Non-PP</td> <td>101.38</td> <td>102.25</td> </tr> <tr> <td rowspan="2">Y10</td> <td>PP</td> <td>100.16</td> <td>101.63</td> </tr> <tr> <td>Non-PP</td> <td>102.64</td> <td>104.32</td> </tr> <tr> <td rowspan="2">Y11</td> <td>PP</td> <td>99.98</td> <td>98.33</td> </tr> <tr> <td>Non-PP</td> <td>99.47</td> <td>101.36</td> </tr> </tbody> </table>	Year Group	PP/Non-PP	Reading average	Maths average	Y7	PP	99.29	99.59	Non-PP	101.38	102.25	Y10	PP	100.16	101.63	Non-PP	102.64	104.32	Y11	PP	99.98	98.33	Non-PP	99.47	101.36
Year Group	PP/Non-PP	Reading average	Maths average																							
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	Non-PP	102.64	104.32																							
Y11	PP	99.98	98.33																							
	Non-PP	99.47	101.36																							
2	<p><u>Improving English and Maths standard (4+) and strong passes (5+)</u></p> <p>Data shows that PP students are well below national average and are also lagging behind their peers in English and Maths. There is a significant difference in the percentage of students achieving 4 or above and 5 or above in these subjects. This is significantly impacting the students when they leave Hazel Wood, who are having to resit their Maths and therefore further widening the gap between PP and NPP students.</p> <table border="1"> <thead> <tr> <th>Disadvantaged</th> <th>2019 National averages</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>Progress 8</td> <td></td> <td>-0.29</td> </tr> <tr> <td>Attainment 8</td> <td></td> <td>35.52</td> </tr> </tbody> </table>	Disadvantaged	2019 National averages	2022	Progress 8		-0.29	Attainment 8		35.52																
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	% Disadvantage students achieving grade 4 or above in English and Maths		35.85%
	% Disadvantage students achieving grade 5 or above in English and Maths	47%	20.41%
3	<p><u>Reading & Disciplinary Literacy.</u></p> <p>Assessments, observations, and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. On entry Maths and reading averages show a gap between PP and NPP students especially in Maths; this is a trend which can be seen with the data that informs us of our current Y11 progress in Maths.</p> <p>Extensive use of NGRT and NGST, alongside teacher assessments indicate a need to improve the reading culture, levels of literacy (reading and oracy) and extended writing - particularly in light of the pandemic. Pupil difficulties in this area have a detrimental impact on pupil outcomes - whole school attainment and progress. This is also evident in our curriculum health checks and our internal data which shows that a high proportion of our students cannot access the curriculum as their reading age data suggest that they are well below age-related expectation.</p>		
4	<p><u>Confidence and resilience</u></p> <p>On return to school, it is evident that students have struggled with the absence of routines. Students lack of self-regulation/ metacognitive strategies along with their low self-esteem and confidence has been evident when students are set challenging tasks especially in English, Maths and Science. This has further led to gaps in students' knowledge and the ability to show resilience within the classroom to access some of the more challenging tasks.</p>		
5	<p><u>Mental Health and Wellbeing</u></p> <p>Our pastoral analysis (PASS survey, HYM referrals and Assessment and improvement cycles discussions) as well as observations of students particularly those in KS4 have identified social and emotional issues for many of our students as well as our PP cohort. Particularly anxiety of exams and assessments and low self-esteem and resilience. This has been a result of isolation during the pandemic and students now struggling with reintegrating back into school life and the worry of future exams. This has led to the development of the Hazel Wood mental health and wellbeing package which will support our students with these issues and support them in overcoming these challenges.</p>		

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Disadvantaged pupils have lower attendance and punctuality.

Our attendance data over the last 4 years indicates a gap in attendance between PP students and non-PP students.

	2019/2020	2020-2021	2021-2022
PP	91.61%	83.82%	88.73%
NPP	95.19%	89.98%	93.49%

Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress and attainment.

Pre-pandemic the gap between PP and non-PP student's attendance was 3.58%. This increased considerably during COVID to 6.16%. We reviewed the attendance policy in 2021-22 and introduced a tiered early intervention approach which focused on the most vulnerable (often PP students) and then PP students in a stepped approach to closing the gap. Strategies such as a ranked list of morning phone calls, increased home visits, parental contracting, in a supportive and collaborative manner were introduced and staff PD in EBSA pathways, plus strengthening the attendance team staffing has seen the gap reduce in 2021-22 to 4.76%. In the autumn term 2022-23 the gap has closed significantly to 1.72% and the attendance of PP students is now 90.54%, in line with national averages.

Punctuality

Year	PP-Lates%	Non-PP Lates%	Gap%
2019-20	2.72	1.45	1.27
2020-21	2.25	1.43	0.82
2021-22	1.40	0.67	0.73

Punctuality has a 3-year improving trend and the gap between PP and non-PP students is also closing. We will continue to monitor punctuality rates and utilise punctuality reports and early intervention.

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>By Summer 2025 ensure that the Attainment & Progress for disadvantaged students will be in line with non-disadvantaged students nationally. At KS4 there will be a specific focus on reducing the in-school gap in English, Maths and Science.</p>	<table border="1"> <thead> <tr> <th data-bbox="678 443 941 562"></th> <th data-bbox="941 443 1189 562">Year 11 targets PP</th> <th data-bbox="1189 443 1428 562">Year 11 targets Non-PP</th> </tr> </thead> <tbody> <tr> <td data-bbox="678 562 941 613">P8</td> <td data-bbox="941 562 1189 613">0.25</td> <td data-bbox="1189 562 1428 613">0.25</td> </tr> <tr> <td data-bbox="678 613 941 665">A8</td> <td data-bbox="941 613 1189 665">45</td> <td data-bbox="1189 613 1428 665">45</td> </tr> <tr> <td data-bbox="678 665 941 716">Ma & En4+</td> <td data-bbox="941 665 1189 716">55</td> <td data-bbox="1189 665 1428 716">55</td> </tr> <tr> <td data-bbox="678 716 941 768">Ma & En5+</td> <td data-bbox="941 716 1189 768">35</td> <td data-bbox="1189 716 1428 768">35</td> </tr> </tbody> </table>				Year 11 targets PP	Year 11 targets Non-PP	P8	0.25	0.25	A8	45	45	Ma & En4+	55	55	Ma & En5+	35	35
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<p>By 2024 there will be a culture of reading and improved literacy across all curriculum areas which will be evidenced through pupil voice, assessments and student books.</p>	<ul style="list-style-type: none"> • Reading for life projects delivered by form tutors, in Key Stage 3, students all read 'class reads' together with their teacher – for the experience of reading socially and to help students to understand how reading can engage and support them. Our books are part of the HWHS cannon, chosen deliberately to help build empathy, cultural capital and improve students' ability to navigate increasingly 'difficult' texts. • Buddy reading for students who are well below age related expectation. • RWI programme for students who cannot access the curriculum due to their reading age. • The school library will be refurbished with a member of staff scheduled to work in there to carry out EAL interventions as well as creating a space for students to enjoy reading and immerse themselves in a variety of text. • Reduction in the proportion of students reading age below age related, by assessing their reading and spelling at the start and the end of each academic year in order to put in bespoke intervention where necessary and for early identification. • All subjects will have a RWC (reading, writing and communication document for 																	

	<p>their subjects which will clearly identify how students will improve their oracy and literacy within different subject areas.</p> <p>rwc-development-document-1.pdf (hazelwoodhigh.co.uk)</p>
<p>By Summer 2023 there will be a further enhancement to the learning climate and the behaviour for learning culture (whole school) to support students with self-discipline and to embed consistent routines at social times and transition.</p>	<ul style="list-style-type: none"> • Daily routines will be embedded to include MORE and STANCE leading to a reduction in the number of lesson removals. • To focus on the development of 'E' of STANCE (engagement for all) by developing a whole school rubric for cognitive and metacognitive strategies, scaffolding, flexible grouping and the use of IT to support learning strategies. • Reduction over time in number of P points. • Increase in achievement and reward points. • Number of suspensions reduced. • Number of permanent exclusions reduced.
<p>By Summer 2024 the support for mental health and wellbeing will be a key strength across the school with a particular impact upon the disadvantaged students.</p>	<ul style="list-style-type: none"> • Improved attendance to school, lower reporting of internal truancy. • School councillor in post as an internal resource to support those at high risk and most vulnerable. • Qualitative data from student voice, teacher observations, pastoral feedback as well as parental feedback to measure the impact.
<p>By Summer 2024 all students especially disadvantaged to achieve improved attendance and punctuality as well as reducing the number of persistent absenteeism.</p>	<ul style="list-style-type: none"> • PA will be below NA for all year groups in including disadvantaged by increasing capacity of attendance team to include our own dedicated EWO role, focussing initially on disadvantaged attendance. • Introduction of PA trackers which identify those at risk and allow for tracking and earlier intervention, to include parent contracts, attendance reports and in school rewards focussed attendance drives (termly).

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 255,768

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring high quality teaching and assessment which is responsive and meaningful.		
CPD: Establishing morning routines and behaviour on corridors (MORE).	Meta cognition and self-regulation EEF +7 months; EEF behaviour interventions +3 Months.	1,2,4,5
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><u>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</u></p> <p><u>Doug Lemov "Teach like a champion"</u></p> <p><u>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</u></p>	1,2,4,5
<i>CPD: Practice of strong start, finish now and the use of CFU (checking for understanding techniques).</i>		1,2,4,5
Whole school lesson structure with dual coding.	<p>A whole school lesson structure with dual coding developed around the Rosenshine's principles to give consistent structured learning in all lessons:</p> <p><u>DO NOW</u> - retrieval.</p> <p><u>PREPARE NOW</u> – retrieval and closing any gaps in learning prior to new content.</p> <p><u>LEARN NOW</u> – teacher to introduce new content.</p> <p><u>PRACTISE NOW</u> – allows students to practise and ask questions and allows</p>	1,2,3,4

	<p>teachers to check for understanding.</p> <p><u>WORK NOW</u> – allows students to independently apply new knowledge and skills.</p>	
<p>Marking, feedback and assessment agreement.</p>	<p>Based on the EFF's recommendations for feedback. Impact +6 months.</p> <p>Agreement devised by leaders and agreed by all staff to ensure that feedback is relevant and purposeful whilst also being mindful of staff workload.</p>	1,2,3,4
<p>Homework and independent learning agreement.</p>	<p>Based on the EFF's recommendations for homework. Impact +5 months.</p> <p>Agreement devised by leaders and agreed by all staff to ensure that feedback is relevant and purposeful whilst also being mindful of staff workload.</p>	1,2,3,4
<p>Additional staffing: Lead teachers within Maths, English, Open, Humanities and Science.</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> <p><u>Mentoring EFF</u> (educationendowmentfoundation.org.uk)</p>	1,2,4
<p>Lexia Programme: providing students with structured literacy solutions to work through independently.</p>	<p>Based on the EFF's recommendations impact +6 months.</p> <p>Use of Lexia to complement classroom literacy instruction and provide differentiation through a menu of activities and learning games. It's designed with a range of learners in mind, building their phonemic awareness and phonics so they can move from "learning to read to reading to learn,".</p> <p><u>Literacy EFF</u> (educationendowmentfoundation.org.uk)</p>	1,2,3,4,6

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 EFF recommendations for Effective Professional Development.</p> <p>We use the EFF recommended mechanisms and have put these into 4 phases: Phase 1 – building knowledge. Phase 2 – motivating teachers. Phase 3 – Developing teaching techniques. Phase 4 – Embedding Practice.</p>	1,2,3,4
Instructional Coaching.	External training from Destino Coaching in instructional coaching for teachers.	1,2,3,4
Health checks.	<p>Developed a QA system of subject Health Checks. Training up subject and faculty leaders in carrying out the health check which are used to form a subject specific development plan.</p> <p>Health checks are calendared and are carried out 3 times per year on each subject.</p>	1,2,3,4,5
New Staff Induction.	<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. • Follow up sessions as and when needed to suit the individual. 	All
ECT programme.	Delivering an effective programme to develop ECTs into strong practitioners to ensure best practice in the classroom and secure staff retention.	All
Assertive Mentoring- Progress meetings	<p><u>Mentoring EFF (educationendowmentfoundation.org.uk)</u></p> <p>Mentoring in education involves pairing young people with an older peer or adult</p>	1,4,5,6

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

Budgeted cost: £ 88,940

Activity	Evidence that supports this approach	Challenge number(s) addressed
School led tutoring: targeted English, Maths and Science based on internal data. A significant proportion of the pupils who receive tutoring will be disadvantaged.	<p><u>Tier 2 Pupil Premium- The tiered Model and menu of approaches.</u></p> <p><u>EEF Target Model – (Page 18) EEF =121 Tutoring +5 Months, Small Group Tutoring +4 Months</u></p> <p>EEF- <u>Guidance for teachers mathematics.</u> Evidence suggest that targeted specific intervention increases student confidence and overall grades.</p> <p><u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u></p>	1,2,3,4,5
One to one or small group tuition for EBSA identified students	<p>Tuition delivered to a small group of students which is bespoke and targeted at specific needs and knowledge gaps to prevent these students from falling further behind their peers.</p> <p>EEF toolkit +5 months</p>	1,2,3,4,5
One to one or small group tuition for EAL identified students	<p>CLAS provision: The curriculum and Language Access service working with HWHS to develop effective provision for minority ethnic, English as an additional language (EAL) and Gypsy, Roma and Traveller (GRT) learners, for</p>	1,2,3,4,5

	<p>equalities work in schools and for an inclusive curriculum which prepares every child to be an effective member of a diverse local national and global community.</p> <p>EEF toolkit +5 months</p>	
<p>Providing a clear pathway of support for careers guidance with targeted interviews with a L6 careers advisor Kevin Welch from Realistic Choices – level 6 careers advisor</p>	<p>Kevin has been employed for an extra 3 hours to ensure 1 students have applied for a college place. All students in Y11 have had an interview with Kevin regarding careers and for those students who further needed support with applications extra drop ins have been available for them.</p> <p>Evidenced from internal monitoring via Compass+</p> <p>https://compassplus.careersandenterprise.co.uk</p>	1,2,4
<p>Mental Health room and employment of a Mental Health officer.</p>	<p>To provide students with a safe space to offload and share their emotions and anxieties with a qualified member of staff to enable these students to reintegrate back into classrooms in order to improve outcomes. In doing so this will provide students with coping mechanisms and strategies to manage difficult situations.</p> <p>Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK (www.gov.uk)</p>	1,2,3,4,5
Interventions to support language development, literacy and numeracy		
Buddy reading		1,2,3,4

Well-resourced library	Acquiring + 'Disciplinary Literacy' is key for students as they learn new, more complex concepts in each subject: <u>EEF- Improving Literacy in Secondary Schools</u> , https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy	
Reading for life project delivered by form tutors		
Lexia		
Read Write Inc		
Subject specific vocabulary		
RWC (reading, writing and communication) toolkit implemented in each subject	Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in Maths and English: Why Closing the Word Gap Matters: Oxford Language Report word-gap.pdf (oup.com.cn)	
Numeracy Ninja	A numeracy programme to support learners in developing high levels of fluency with important numeracy skills. <u>Improving Mathematics in Key Stages 2 and 3 EEF</u> (educationendowmentfoundation.org.uk)	1,2,4

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

Budgeted cost: £53,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Employment of school-based Education Welfare Officer</i> £30,000	No recorded evidence, but with a withdrawal of authority service we feel this to be a proactive strategic approach to our improving attendance statistics. Caseload of up to 20 identified (EBSA) students and monitoring of all students below 80% attendance (approximately 60 students in total)	
Extracurricular activities, including sports, outdoor activities, arts, culture and trips to enhance cultural capital especially for disadvantaged students.		
DofE programme	The DofE is provided free to PP students through a funding scheme. This provides an inclusive opportunity for all students to develop their	1,4

	<p>knowledge and skills. This opportunity works to tackle social mobility and build our students cultural capital.</p> <p>Outdoor adventure leaning EEF +4 months Sports participation EEF +2 months</p>	
Extended school time, including booster classes		
Compulsory S7 for all Y11 students with targeted intervention.	<p>Targeted intervention to address gaps in knowledge to prevent students falling behind and supporting them with exam practice.</p> <p><u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u></p>	1,2,3,4,5
Breakfast club		
Free breakfast provided to all students at HWHS	Social & emotional learning +4 months. DFE- We know that it is important for pupils to start the day with a nutritious breakfast. Several reports evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.	1,2,5
Student equipment to ensure readiness to learn		
All PP students receive teaching and learning packs in order to remove all "additional contributions" which are traditional in most schools.	<p>In many cases of students lacking success in their classrooms have to do with students' level of preparedness. Having something as simple as writing utensils and paper are things that can determine the progress and achievement of the student. School supplies impact the success of the student in ways that most people fail to recognise. In fact, many students are never truly prepared for the day because they come to class lacking supplies, thus leading to a difficult time learning.</p> <p>That said, at HWHS all students are given a teaching and learning pack with the basic equipment they need. All students are encouraged to speak to a member of SLT if they are struggling to buy a scientific calculator. With this in mind all students will be provided with a</p>	1,6

	<p>Casio calculator during their GCSE examinations. Students will be trained to use these calculators by the Maths lead using exam style questions in order to prepare all students as well as our disadvantaged students.</p> <p>How School Supplies Impact Students' Success (2moda.com)</p>	
Communicating with and supporting parents		
<p>Parental engagement through community events and 'How home can help' sessions.</p>	<p>Based on the context of our school it has been pivotal in making sure we engage our community and our parents to support us in bridging the gaps and supporting is in improving the outcomes of their children. How home can help events have been delivered to the community to support our parents in supporting their child with revision at home. Tailoring communications to encourage positive dialogue about learning.</p> <p>EEF +4 Months Progress.</p> <p>Tier 3 Communicating with and supporting parents. Pupil Premium- The tiered Model and menu of approaches. Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Parental Engagement - Evidence from Research and Practice.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>HWHS serves a diverse catchment area; areas of deprivation exist deeply within our community, based on our experiences we have identified a need to set aside a proportion of funding to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £397,708

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Progress and Outcomes

The strategies implemented in the academic year 2022-2023 have had a significant impact on the data. There has been a noteworthy increase in the Progress 8 trend over the last three years, particularly due to a focus on high-quality teaching. The Progress 8 figure for disadvantaged students has also shown a substantial improvement, changing from -0.29 to +0.08. To ensure positive outcomes for all students and maintain an overall positive Progress 8 score, the school will continue to employ the same strategies utilised in the previous academic year.

Data from 2022-2023 reveals that PP students are significantly below the national average and are also falling behind their peers in English and Maths. At HWHS, our primary focus this year is to enhance the percentage of students achieving grade 4 and above, as well as grade 5 and above, in order to bring these results in line with or close to the national average by summer 2025.

To achieve this, we are implementing improvements in the curriculum for both English and Maths. Additionally, a calculation policy will be introduced during this academic year to further support this enhancement. The aim is to reduce the number of students needing to retake English and Maths once they leave Hazel Wood.

Outcomes	2023 Provisional estimates	2022 Outcome	2019 outcome	National Average
Progress 8 overall	+0.31	-0.21	-0.90	-0.03
Attainment 8	39.09	39.20	32.20	47
Progress 8 Disadvantaged	+0.08	-0.29	-0.85	-0.35
9-5 English and Maths	23%	29%	19%	42%
9-4 English and Maths	46%	47%	45%	65%

High Quality Teaching

There is notable consistency in classrooms which has been seen during internal QA activities (visuals, health checks, KIT visits) and external reviews or visits (Trust reviews, QEB monitoring visits). This includes reference to the HWHS lesson structure of DO NOW, Prepare Now, Learn Now, Practise Now, Work Now. This

consistency is aiding students in knowing what is always expected of them through the lesson and aids with staff workload around planning.

The impact of consistent routines and structures within lessons comes through Student voice and health checks where students can articulate the parts of the lesson as mentioned above and their responsibility within each part of the lesson. This is also consistently seen during regular visual checks across school.

Staff receive continual professional development with a key focus through workshops and deliberate practice sessions in which staff role play the strategies and scenarios with each other before implementing this in the classroom.

Reading and Disciplinary Literacy

All students who have been tested using the NGRT and NGST have been given a spelling and reading age. This data has been used to place them on one of the literacy pathways. Depending upon the pathways students would be accessing various support streams such as: in-class support to targeted intervention such as RWI, Lexia, reading fluency and Catch-Up Literacy. Reading and spelling ages are shared with staff so student needs can be met in the class. This cycle is continued at the end of the year when students are retested to measure the impact of the strategies they have accessed.

Read write Inc (RWI) from last year has shown a significant improvement for students in Y7 and Y8 who accessed this pathway.

Y7: 41 students accessed – 15 accessing this year in Y8.

Y8: 55 students accessed – 23 accessing this year in Y9.

Impact data for Reading Ages:

Y8: 51% of students had a reading age below (age related expectation) ARE and now 14% have a reading age below ARE.

Y9: 64% of students had a reading age below ARE and now 38% have a reading age below ARE.

Y10: 75% of students had a reading age below ARE and now 53% have a reading age below ARE.

Y11: 47% of students had a reading age below ARE and now 27% have a reading age below ARE.

Oracy is improving in lessons due to the literacy strategies that have been introduced to the whole school. They have been the focus of the CPD / 4WF sessions to improve teaching and learning. This is an ongoing focus this year. This has been evident in our QA systems such as learning walks and kit visits have shown improvements.

The English curriculum comprises of 1 reading lesson per week in Year 7 and Year 8 to teach reading skills explicitly. There has been a noticeable improvement in students' retrieval and the use of vocabulary; however, this will remain as an ongoing focus.

Reading for Life sessions have been embedded across KS3 and question level analysis (QLA) as well as student voice shows that students are engaged within these sessions. The curriculum has been written to show progression and the texts are designed to develop empathy as well as reading for pleasure.

Numeracy

A new form time intervention will be rolled out in form time alongside a numeracy curriculum in January 2024. This correlates with the new Sparx Maths curriculum and implementation of the homework policy. KS3 students will continue to have a numeracy lesson each week and the objectives have been planned from the skills baseline completed. A whole School numeracy and calculation policy has been written and this details where numeracy is taught across our curriculum and how this should be taught. This uses the CPA (Concrete, Pictorial, Abstract) model so that skills gaps and misconceptions can be addressed. KS3 classes have a session 7 intervention and students have been identified from the skills QLA. Impact will be monitored during this academic year.

Attendance

At the end of term 1 (academic year 2023/24) we currently have 144 students who are PA- This equates to 19.7% of our school population. 70% of the PA cohort are PP students. This is 30.1% of the pupil premium cohort who are PA compared to 13.7% students who are non-pp. We have a decreasing three-year trend in the number of pupil premium PA students.

During the Autumn term 2022-23, the number of pupil premium PA students is considerably less than the national average and has remained the same in autumn term 2023-24. Incentives are listed in the commentary below but have focused primarily on short term goals (reporting system) improved home communication systems (text messages) and termly rewards incentives.

	Autumn 2021/22	Autumn 2022/23	Autumn 2023/24
National	33.6%	37.4%	N/A
Hazel Wood	35.2%	30.0%	30.0%

Academic Year- Autumn/Spring term	2021-22	2022-23
National PA Gap PP v Non- PP	17.5%	19.8%
Hazel Wood Gap PP v Non- PP	18.44%	17.68%

The gap between PP and non-PP student attendance has shortened at Hazelwood over the last two years, whilst the gap has widened nationally. In 2002-23 the school gap was significantly better than the national.

Academic Year- Aut/Spring term	2021-22	2022-23
National Gap between PP & Non-PP attendance	4.0%	4.9%
Hazel Wood Gap between PP & Non-PP attendance	6.2%	4.5%

The gap between PP attendance and Non-PP attendance has closed significantly over the last two years at Hazelwood. In 2022-23 the gap was better than national at Hazel wood.

Currently only has one pupil premium student on the EBSA pathway. This student has on site alternative provision placement and accesses a local college placement. Attendance has increased since being placed on the EBSA pathway.

We have strategically targeted improving parental communication following DfE publication 'Improving School Attendance' The EEF trials and 'Improving attendance for pupil premium students'- All which cite parental communication as a key driver to improving attendance.

- Introduction of weekly text message home for every student with attendance % and motivational message. Text messaging prior to every return to school, with student incentives (see rewards).
- Weekly text message for students with 100% attendance in previous week, plus reward stickers.
- Engagement in BITUP trial (EEF) which is also based on the use of text messaging. We have strengthened the attendance team with a dedicated EWO and attendance officer. The EWO has been key in developing relationships with vulnerable and PP families as a first point of contact for early intervention.
- Introduction of attendance software monitoring system (EDUDEK) and a re-organisation of attendance ladder responsibilities to ensure earlier intervention, the Attendance officer now monitors those at risk of becoming PA on a daily basis. Pupils identified enter into a short -term goal orientated reporting system. Parents are informed and attendance is logged daily until students exit PA.

The EWO has completed 104 home visits in HT1. The majority have been vulnerable students (Level 3-5) and PP students. There is a robust system in place for determining when a home visit is required, and policy is becoming embedded. The attendance team are investigating the possible employment of a home liaison officer, who would have more capacity to carry out home visits.

Routines & Culture

Strong routines and positive behaviour cultures are embedded across the school and have been refined over time. Morning line ups, start of the day routines and our 'MORE' mantra ensure all students are positively challenged/supported to exhibit learning behaviours and begin the day (and progress through it) with a mind to removing common barriers to learning: equipment checks, uniform checks, re-sets, attendance incentives, positive report cards, etc. These routines are beneficial for all students, but research also shows that the impact is even greater for Pupil Premium

students who require this additional structure and support to remove smaller obstacles to the school day (which can often escalate into larger issues).

This is evidenced by our *Good* Ofsted inspection judgement in March 2023 and also our two external Oak LP Trust Behaviour & Safeguarding reviews in November 2023, which were both extremely positive about behaviour and culture in the school.

Lessons largely progress unhindered and poor behaviour is swiftly rectified by use of the C board system and Reflect. A valid estimate would be that lesson removal at C4 level to our Reflect setting constitutes only 0.23% of all possible lesson removals based on our whole school cohort, scaled to average attendances. Routines within lessons are strong with a common dual-coded sequence of events and activities for the majority of lessons. Students are always escorted from the building by their staff (wearing Hi-Viz) at the end of the day.

During this time period, HWHS completely overhauled its behaviour systems and reporting structures which means that year-on-year analysis is more challenging. There were significant changes to behaviour incidents/categorisation because of the move to Class Charts as our central behaviour reporting application. This is akin to comparing apples and pears with some of the data sets between academic years pre- and post-Class Charts introduction. For example, a *C4 Lesson Remove* (essentially a student is ejected from a lesson and is placed in the school's Reflect centre) under the current Class Charts system does not symmetrically align with a previous behaviour category before this scheme was introduced.

However, overarching data which collates all amalgamated positive/negative behaviour points indicates that there is a consistent trend in the school: a relatively even split of positive points (although slightly skewed towards non-PP students) with negative points more significantly awarded to PP students. This is clearly something to work upon to progress further, but this is often the case when compared to other schools' internal data. Our PP cohort also overlaps with our other vulnerable sub-groups (E/K/SEND/EAL etc.) within school who are statistically more likely to present with challenging behaviours.

Improvement in Rewards Culture

Current behaviour data reveals that 83% of students have received fewer than 10 negative P Points and an even balance between PP versus Non-PP students exists, which is pleasing considering the roughly equal 50-50 split of this measure in the school.

88% of students have 20 P Points or fewer. The vast majority of students are polite and engaged in their learning. Students and staff have excellent relationships overall which does not depend upon their PP status. Behaviour data is now rigorously analysed on a weekly basis and proactive interventions are put into place by the school's Pastoral DHT who has improved reporting and response systems.

Interestingly, student voice revealed that, rather than digital points awarded on Class Charts via staff iPads, students would rather be rewarded in class with physical ink stamps in their planners. This has led to a change of positive behaviour categories in Class Charts (this writes directly to SIMS) which again do not always align with the same categories/labels from previous years. 'Star of the Week' and

'Star of the Lesson' are now the main vehicles for rewarding students within a lesson after their planners have been stamped several times.

There are regular whole-school incentives to promote positive learning behaviours which are drip fed throughout the year, little and often. For example: Fabulous Freddo Friday, attendance selection box/easter egg incentives, rewards for key school extra-curricular events, pop up form competitions, *The Hazel Wood Hero* circulating forms, a glamorous whole-school Certificate Evening being launched the first time since COVID, etc.

HWHS operates a consistently popular bronze, silver, gold and platinum 'Hazel Wood Way' Badge Scheme which is embedded into termly rewards assemblies. PP and non-PP students receive equitable rewards on this front.

HWHS is building an achievement culture but recognises there is *always* more to do in raising the profile of awards and rewards to cultivate great behaviour of all its students, especially PP.

Confidence and resilience/ Mental Health Provision

Within the last 3 years HWHS has created a more robust package with regards to Mental Health. The school nurse has been heavily involved in the care of our students providing a drop-in every week, as well as seeing students referred from pastoral team. BMHST (Bury Mentally Healthy School Teams) have provided 1:1 session with pupils to address low-level emotional wellbeing concerns such as worry management as well as workshops on topics such as exam stress and stress management. Currently we have two counsellors in school who see 5 pupils each, every week, as well as an organisation called Taptree who work with groups of pupils to address their anxiety or anger issues.

Which students are accessing this and which of these are PP?

Between September 2021-2022 the only provision available apart from CAMHS was Early Break. This was 1 counsellor who saw up to 4 pupils once a week. Between September 2022-2023 our provision grew to include BMHST, (this essentially replaced CAMHS), and we began working with Taptree. From September 2023 we have continued to work with both BMHST and Taptree but have also started working with 2 Counsellors from JEP Counselling. The figures of pupils accessing the support is below;

	2021-2022	2021-2022	2022-2023	2022-2023	Sept-Dec - 2023	Sept-Dec - 2023
	PP	NPP	PP	NPP	PP	NPP
Early Break/ BMHST	8	4	2	1	1	2
TapTree (started HT6 2022-2023)	NA	NA	6	2	8	8
Counsellors	NA	NA	NA	NA	8	3

Some of the students who have accessed Taptree have shared some of the techniques with their peers. One pupil who took part last year asked to do the programme again as he felt it really helped him.

BMHST saw a pupil last year whose attendance and behaviour at school really improved due to the work around confidence and perception.

One of the pupils currently working with a counsellor was reluctant to engage at first. However, the counsellor made it flexible for the pupil and after a few drop-ins the pupil is now engaging every week.

The school nurse has referred 3 pupils to BMHST. Two of these pupils have been picked up by BMHST for work around worry.

Students who have accessed Taptree for help with self-esteem and anxiety in lessons are now much happier around school and during learning walks have been observed participating more readily in class discussions. Two of the Year 11 students who accessed Taptree due to anger issues have not had another outburst since engaging with the programme. The students who are accessing counselling have all spoken to a member of staff of how the counselling has supported them in school.

Externally provided programmes

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

Programme	Provider
School Cloud	https://www.schoolcloud.co.uk/
Seneca	https://senecalearning.com/en-GB
RWI Fresh start	Fresh Start - Ruth Miskin Literacy
Flash Academy	https://flashacademy.com/