



Pupil premium strategy statement

School overview

Metric	Data
School name	Hazel Wood High School
Pupils in school	628
Proportion of disadvantaged pupils	46%
Pupil premium allocation this academic year	£293 590
Academic year or years covered by statement	2020-2021 and 2021-2022
Publish date	April 2020
Review date	July 2021
Statement authorised by	P. Greenhalgh
Pupil premium lead	R. Sheard- Pearson
Governor lead	S. Gaskell

Disadvantaged pupil performance overview for last academic year

Progress 8	2018-2019 -0.87
Entering Ebacc	33%
Achieving Ebacc 4+	5%
Attainment 8	32.8
Percentage of Grade 5+ in English and maths	6.8%
Percentage of Grade 4+ in English and maths	16%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve mid-quartile for progress made by disadvantaged pupils amongst similar schools	September 2021
Attainment 8	Achieve LA average attainment for all pupils	September 2021
Percentage of Grade 5+ in English and maths	Achieve LA average English and Maths 5+ score	September 2021
Other	Improve attendance to national average	September 2021

Teaching priorities for current academic year

Measure	SDP key priority	Activity	Staff lead	
Magenta Principles Train trainers for whole school CPD on use of Magenta Principles in order to promote pupil engagement in learning and improve range of teaching approaches in classroom.	1 Develop pupil engagement	Select a senior and a middle leader to attend training events and lead across the school. Create a Magenta Principles working group to trial some strategies initially choosing a year group and evolving for whole school. Whole school CPD sessions x 1 each term Coaching triad / quad implementing strategies in lessons, joint reflection and lesson drop-ins, sharing of good practice. Link with appraisal next year and link with all observations/QA. Celebration CPD session celebrating successful implementation in school.	LNO/ TPA	
Use Spirals of enquiry approach to identify key focus for improvement in teaching and learning and the curriculum.	1 Monitor and track systems	Track pupil voice focussing on key areas of Curriculum and T&L development. Action plan from results. Implement actions. QA and review	LNO	
Development of engaging curriculum	1 Development of curriculum offer	Planning a new medium-term plan. Development of timetable and how the school day will be shaped. Design a new comprehensive programme of citizenship inc. careers. Exploration and development of alternative qualifications for KS3 curriculum including Arts Award, DofE, ASDAN, etc Development of a comprehensive PSHE curriculum and implementation. Develop reading project in form time Trust training, QA for staff, collaborative planning, pop up museum The Met in Bury, inter form / year competitions/ book cafes/use of the library, planned reading events – (eg Roald Dahl Day National Poetry Days)	PGH/ RSP JHO RDA	
Year 7 transition project to improve transition experience for students and develop links with primary schools.	1 Improving outcomes	Development of role of year 7 practitioners for English and Maths curriculum, QA impact, pupil voice and data check. Exploration and implementation of this for lower ability year 8 (timetable dependant.) Development of a more comprehensive transition process with all feeder primaries.	RDA NHU	
Barriers to learning these priorities address		Magenta Principles: Teacher knowledge of National curriculum and engaging, risk taking teaching. Spirals of enquiry: Student understanding of questions and transparency of responses. Productive actions made from responses.		

		<p>Reading project approx. 50% of students enter Y7 below age related expectations and continue to access the texts/reading in all subjects as they progress through the school.</p> <p>Development of curriculum: Consistency of staff in the development of refreshed curriculum. Consistency of approach from staff.</p> <p>Transition project: Reputation of school in community, time for HoY to complete practical and engaging transition programme, buy-in from HWHS students and staff to be involved in whole school transition projects.</p>		
Projected spending				£43640.48

Targeted academic support for current academic year

Measure	SDP link	Activity	Staff lead	
Provide a set of digital technology available for Create faculty enabling all students to have access to ICT requirements of vocational courses specifically at KS4.	1 Improving outcomes	<p>Buy set of iPads, laptops and printer for vocational based KS4 subjects. These to be available for Create on a booking system to ensure fairness.</p> <p>Additional set of laptops and ipads for whole school</p>	PGH	
Abolishment of 4 tiered setting to improve student aspirations and access to differentiated learning. High ability group to continue progress of high achievers and raise aspiration of mixed ability.	1 Improving outcomes	Developing mixed ability and high ability groups across year 7-11. Staff and pupil voice. Implementation. Renaming of groups.	RSP	
Supplying revision materials for all KS4, individual bags with resources supporting resilience and revision strategies. Implementation of session 0 and session 6 before and after school intervention sessions gaining buy-in from parents and pupils with students seeing the value of the individualised sessions. Implementation of Aspiration Academy with holiday sessions provided with a lecture/	1 Improving outcomes	<p>Buy revision guides for all students in year 10, create supportive materials and guidance for all KS4 students. Year 10 and year 11 parents support evening giving home guidance on how they can help their child with exams. Collate free dates for staff, timetable, permission letters, QA teacher session.</p> <p>Session 0 & 6 timetable, parental letter, collate permission slips, central register for analysis, register report to directors, QA of taught sessions with Director feedback for continual improvements.</p>	RSP	

whole year group teaching approach.				
Barriers to learning these priorities address		Lack of ICT access for deprived families. High level of need for ICT whole school therefore continual high demand. Developed T&L knowledge of differentiation for all learners in mixed ability groupings Consistency of teaching engaging revision for large cohorts		
Projected spending				£69545.66

Wider strategies for current academic year

Measure	SDP link	Activity	Staff lead	
RSP development as pupil premium lead and development of the roles of the SLT in the PPS.	1 Improving outcomes	Links with Trust PP leads, CPD, time to develop plan and implement working with governors.	RSP	
Appointment of Director of Expressive Arts	1 Improving outcomes	Development of vocational curriculum, engaging extra curriculum offer, links with cultural organisations.	RSP through appointment	
Improving parental engagement and school opinion within the community	3 Develop community family and engagement	Implement SIMs parent app, development of community liaisons officer, development of website for communications, pupil parent forum.	JSE LJO JHO	
Raising the attendance of whole school with particular focus on PP attenders	2. Improve attendance for all students, including those facing most disadvantage	CPD for Attendance Officer. Deployment of LA EWO for Persistent Absentee monitoring and Attendance Clinics / Home visits. Training of all staff, rewarding good attendance. Punctuality cards and Punctuality Corrections. Form Tutor and Heads of Year to monitor attendance with target setting. Improving home communications.	JHO	
Improving behaviour across school within lessons. To embed the behaviour policy and the consequence procedures	2. Embed behaviour systems which promote and demand a positive climate for learning	QA of behaviour policy used in class. Analysis of communications log for calls home from staff issuing PPoints. CPD behaviour management.	LMU KPI	
Improvement of S.E.N. provision and deployment of teaching assistants for differentiated learning in mixed ability sets	1 Improving outcomes	<ul style="list-style-type: none"> Upskilling and CPD for teaching assistants. CPD on best use of TAs in planning and lessons. QA of use of TAs in lessons, pupil voice. Development and implementation of a structured intervention program. Clarity 	KPI	

		within TA roles and responsibilities through restructure. Resource and management of identified SEND base on site. Develop a consistent approach to targeted assessments to identify need. Development of clear SEN information sharing and drop in support sessions for teaching staff.		
Staff access to funding for wider opportunities found throughout the academic year		For example; raising aspirations with trips to cultural organisations, colleges and universities, equipment for clubs including duke of Edinburgh.	RSP budget holder checked with PGH	
Barriers to learning these priorities address		<p>Whole staff ownership of PP strategy- ensuring all have a responsibility for it's suggested activities</p> <p>Current opinion of school is low in the community- time taken to build this up. Small incidents can affect the hard work to give negative opinion quickly.</p> <p>Parents supporting student absence.</p> <p>Staff consistency of use of behaviour policy and taking ownership of the behaviour.</p> <p>Staff knowledge of teaching for all abilities and differentiation techniques.</p>		
Projected spending				£180403.90

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow for staff professional development	Use of INSET days and development of in school CPD and faculty time
Targeted support	Ensuing curriculum is engaging and exciting specific for HWHS students	Use of QA procedures of faculty medium terms plans
Wider strategies	Engaging hard to reach families	Work closely with families and LA for outreach programmes. Positive home visits.

Teaching priorities for current academic year				
Measure	Formative January review	Formative May review	Summative September review	Staff link
Magenta Principles				LNO/TPA
Use Spirals of enquiry				LNO
Development of engaging curriculum				PGH/ RSP JHO
Year 7 transition project				RDA

Targeted academic support for current academic year				
Measure	Formative January review	Formative May review	Summative September review	Staff link
Provide a set of digital technology				PGH
Abolishment of 4 tiered setting to improve student aspirations.				RSP
Supplying revision materials for all KS4				RSP

Wider strategies for current academic year				
Measure	Formative January review	Formative May review	Summative September review	Staff link

RSP development as pupil premium lead				RSP
Appointment of Director of Expressive Arts				EWH
Improving parental engagement				LJO
Raising the attendance				JHO
Improving behaviour across school				LMU KPI
Improvement of S.E.N. provision				KPI

PLEASE SEE PREVIOUS 2019-2020 PP PLAN FOR REVIEW OF PREVIOUS ACTIONS