



# 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

Those highlighted blue are on provisional hold until after lockdown

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 &amp; 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"> <li>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 within TA roles and</li> </ul>	KPI	

		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	<p>Training completed for LNO (Senior Leader) and TPA (Middle Leader). Some strategies evident in KS3 subject MTPs following guidance on suggested reading by LNO in Summer Term 2020. Teaching had to be adapted due to COVID RA which has limited implemented of some strategies as outlined in the MTP. Use of Magenta strategies in staff CPD sessions to raise profile of strategies. Whole school plan for CPD Term 2 including lesson observations and celebration CPD focused around Magenta principles and engagement – this now postponed until school reopens in Term 3.</p>			LNO/TPA
Use Spirals of enquiry	<p>Year 10 whole school audit complete with report and next steps from LNO. Improvements on last year evident in terms of the extent to which pupils can state what they are learning, why, staff who think they will be a success and positive outlook on their learning – a result of the work around MTPs / corporate lesson structure. LT overviews have since been created for the website which need to be transferred into pupil usage so pupils have the long-term vision of their learning journey. Year 7 learning</p>			LNO

	audit postponed due to school closure. <b>LNO</b>			
Development of engaging curriculum	<p>Last year's new subjects' uptake very high. Same offer for 2020-21 with positive pupil voice for all new subjects. Data is showing unreliable data due to year 10 suffering worst impact for bubble closures. School day development supports PSHE delivery in form time which is supports intervention at year 11- successful review of intervention provision for year 11 implemented.</p> <p>Exploration of KS3 curriculum for alternative qualifications has been put on hold under the circumstances.</p> <p>A PSHCE curriculum has been established with long term plans and medium-term plans in place but this is currently under a review process.</p> <p><u>Reading project review</u></p> <p>Training carried out and the reading project was implemented during Autumn term. Staff training for provided for new staff and RDA carried out drop ins and team teaching sessions. Learning walks indicated that pupils were engaged in discussions with the story. Some members of staff used their specialism to enhance the teaching of the programme. Next steps: RDA to work with JEN to develop a KS3</p>			PGH/ RSP

	<p>working party to support with the planning of the next cycle – link the project to the work being done on identity. The project will also link to the work being done on the Magenta Principles.</p>			
Year 7 transition project	<p>Mixed ability groupings in working well. Some groups have the same teacher for English and Maths and this is having a positive impact on the pupils. Staff are able to look at the whole child for assessment and pupil voice indicates that the pupils have settled well despite bubble closures/lockdown. The pupils have responded well to the new curriculum and this has been differentiated to meet the needs of all pupils. The year 7 team have put together an intervention plan to close the gaps. This involves a weekly spelling and reading lesson and also sessions on basic maths strategies. Next steps - continue to monitor data and compare it to last year's cohort. Once we are back in school, invite pupils to session 7 lessons to continue to close the gaps. Monitor the impact of the planned interventions</p>			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	<p>6 iPads have been purchased for use by create staff to improve delivery and recording of this subject area.</p> <p>A class set of windows laptops and a new laptop trolley have been purchased for vocational based KS4 subjects. These are available for Create on a booking system to ensure fairness A new colour printer is also now available in the Art area. This has improved access to ICT therefore improving opportunities to improve student work.</p> <p>It was decided not to go ahead with an additional set of laptops for whole school use, instead we have bought 30 new desktops and converted the exiting hub space to now include a classroom of desktops and printer. We also plan to re-commission all the DfE provided laptops at the end of lock-down to compliment our ICT provision especially in D&amp;T.</p>			PGH
Abolishment of 4 tiered setting to improve student aspirations.	Year 10 shows HAP, MAP & LAP learners all making progress from data capture 1 to 2. Year 11 shows HAP & MAP making progress. LAP to be reviewed from a T&L			RSP

	perspective. Embedding non-setting system. Consultation with English, Maths and Science. Some movements within classes predominantly moving pupils into the mastery group.			
Supplying revision materials for all KS4	All year 11 and 10 have been supplied with support materials including revision guides for core subjects. How to revise, websites and further guidance have been provided to support families. Revision form time sessions planned for return to school. Improved attendance for session 7 since September prior to lockdown. Internal department competition effective with analysis of pupil premium and non-PP attendance. Incentives given to students to attend including snacks, drinks etc.			RSP

<b>Wider strategies for current academic year</b>				
<b>Measure</b>	<b>Formative January review</b>	<b>Formative May review</b>	<b>Summative September review</b>	<b>Staff link</b>
RSP development as pupil premium lead	RSP delivered CPD to Directors with 2 week focus on progress for PP students and how to engage and drive forward progress. Sharing of good practice and impact TBC. To be developed. RSP to make contact with PP leads at Trust schools, to find CPD and implement working with governors.			RSP

Appointment of Director of Expressive Arts	Appointment made with RSP development of vocational offer. EWH Btec QN and relevant training has been undertaken. RSP delivering ongoing training and support on standardisation, moderation and submission practices for vocational curriculum			RSP/ EWH
Improving parental engagement	<p>Due to COVID restrictions we were unable to engage our families into School, however we have involved our families with fundraisers and updated news on our website.</p> <p>We have learned, with the coronavirus pandemic, is how important communication is. The Parent App was introduced to ensure all of our parents received up to date information on school life and the achievements of their child.</p> <p>We have also updated our website, which shows clear communication strands. We know that there are lots of changes happening in a short space of time. We wanted to create an area on our website where we could inform parents of such changes and answer some frequently asked questions. There is huge amount of information available under COVID Communications and learning resources available to support our parents and families in lockdown.</p>			LJO

	<p>We are using TEAMS as online communication tool for our students, to access live lessons.</p> <p>We have put together a guide, which is also on our website for our students/parents to use, that walks them through how to access Microsoft Teams as their online learning resource.</p> <p>Parent surveys were introduced in HT1 and translated in four languages to reach all of our parents. The responses shown there was some areas that we needed to communicate further. We planned to deliver a video with our students, talking through the processes, however due to bubble closures and absences the performers were unable to create the film. This will be completed once we return to School. The survey produced an overall positive response.</p> <p>We are in the process of developing the key areas of Friends of HWHS and the intention is to roll this out to parents/carers in the near future.</p>			
Raising the attendance	<p>This area has been significantly hit by the pandemic and data is no longer comparable. Actions have been taken and we have a new attendance officer in place, and we have increased the support of our LA EWO. There is work to do this term on training</p>			PGH

	<p>and systems however, according to DfE national statistics, during the 2020/21 autumn term, average on-site attendance in state-funded schools was 86%. HWHS percentage attendance for this period was 90.33% - which was higher than the national average. PP attendance was 3% below this at 87.3% and there is no national average to compare this too but it falls in line with the national average attendance gap between these two groups in previous years.</p>			
Improving behaviour across school	<p>Clear structure within the Inclusion and SEND teams. Inclusion Referral Form for all staff members. Additional testing if required via the new SEND base. TA timetables identifying EHCP and SEN K pupils across a wide range of lessons for increased classroom support.</p> <p>Behaviour and rewards whole school policy reviewed during period May 2020-July 2020. Focus on targeted praise as a strategy to improve behaviour. Review included stakeholder voice on school charter. Staff CPD delivered September 2020- focus on consistent routines for all children. Year 10 learning audit provided positive</p>			LMU KPI

	<p>pupil voice on improvements in behaviour.</p> <p>HT1 behaviour points 4404 (all pupils) 2533 (PP) 57% to 43% non-PP.</p> <p>HT1 achievement points 65198 (all pupils) 28341 (PP) 44% to 56% Non-PP</p> <p>HT2 Behaviour points 3866 (all pupils) 2386 (PP) 62% to 38% non-PP</p> <p>HT2 Achievement points 56048 (all pupils) 24424 (PP) 44% to 56%</p> <p>Approximately 50-50 split PP to non-PP students in school.</p> <p>All achievement points totals showing no significant gaps between PP and non-PP achievements.</p> <p>Behaviour points in HT2 showed an increase in the gap, and will be monitored in HT4 upon return to school.</p> <p>Likewise, the gap between PP and non-PP pupils with regards behaviour is not significantly different, thus demonstrating that fair and consistent application to the behaviour and rewards policy is being adhered to and both PP and non-PP pupils are treated equally and fairly.</p> <p>There is a 52%-48% split in PP and non-PP pupils who have achieved bronze/silver award badges and certificates, again not a significant gap.</p> <p>Exclusions 58 exclusions by 34 individual students. 15 Non-PP</p>			
--	---	--	--	--

	<p>19 PP</p> <p>No significant gap between exclusion rates.</p> <p>Reduction in exclusions overall between HT1 (32) and HT2 (26) for both PP and non-pp pupils.</p>			
Improvement of S.E.N. provision	<p>SEN staffing restructure and development of the fully resourced SEND base has provided clear structure to the SEND offer. Pupils are benefitting from consistent routines and support through flexible timetable arrangements, time out procedures and clear communication between teaching staff and the support team. Access to the SEND base is monitored and patterns identified. Information is analysed and communicated to class teachers to ensure pupils re-engage with their timetabled lessons.</p> <p>The SEN K register is updated weekly following observations of the SEND staff and additional interventions/testing scheduled if required.</p> <p>The SEN team have adapted to supporting pupils via online learning. Teaching staff are instructed to invite the SEND team to all live lessons. All lessons attended by the team are recorded alongside any queries from targeted pupils. All pupils identified as SEN K are assigned to Additional Needs Team Channels and</p>			KPI

	have a staff support link.			
--	----------------------------	--	--	--

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