

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 Grove High School
Number of pupils in school	1,452
Proportion (%) of pupil premium eligible pupils	18%
Academic years that our current pupil premium strategy plan covers	2021-22 to 2023-24
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	M Stewart, Head of School
Pupil premium lead	S Howell, Assistant Headteacher
Governor / Trustee lead	S Blades

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£249,255
Recovery premium funding allocation this academic year	£39,784
Pupil premium funding carried forward from previous years	£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	£289,039

Part A: Pupil premium strategy plan

Statement of intent

Effective teaching – high quality teaching especially for pupils from disadvantaged backgrounds is equivalent to 1.5 years worth of learning

The following interventions are based on research conducted by the EEF* to support PP students. The most effective strategies are based on improving the quality of teaching and learning. This plan should be viewed alongside the teaching and learning plan and the CPD for staff. Development of ARC and the commitment to CPD for staff will ensure that the quality of teaching and learning will improve across the school and in turn raise standards for PP students.

*EEF – Education Endowment Foundation; established by The Sutton Trust as a lead charity focused on educational research

Deciding on our Pupil Premium spend

At Hazel Grove High School, we are very much aware of an ever-growing body of evidence documenting ‘best practice’ surrounding the use of Pupil Premium. There is a growing body of evidence both within our own community and the wider education world on the use of the Pupil Premium. Therefore, for 2021-22, we have reviewed and revised the ways in which we are planning, budgeting, reviewing and then measuring the **impact** of our allocation.

Firstly, for instance we continue to access the growing body of evidence provided by the EEF:

<https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit>

Secondly, we have accessed and reviewed documents from the DfE and OFSTED:

- ‘The Pupil Premium, how schools are spending the funding successfully to maximise achievement.’ OFSTED (2013).
- ‘The Pupil Premium, how schools are using the Pupil Premium to raise achievement for disadvantaged pupils.’ OFSTED (2012).
- ‘Evaluation of Pupil Premium Research Report’, Department for Education, (July 2013).
- ‘A guide to Effective Pupil Premium Reviews by the Teaching School Council.’ (2018)
- ‘The EEF guide to the pupil premium’. (2019)
- ‘Addressing Educational Disadvantage in Schools and Colleges - The Essex Way’ Marc Rowland (2021)
- ‘Boys Don’t Try’ Matt Pinkett and Mark Roberts (2019)
- ‘Closing the Reading Gap’ Alex Quigley (2020)

Thirdly, we increasingly compare our experiences to other similar schools:

<https://educationendowmentfoundation.org.uk/tools/families-of-schools-database/hazel-grove-high-school-sk7-5jx/#closeSignup>

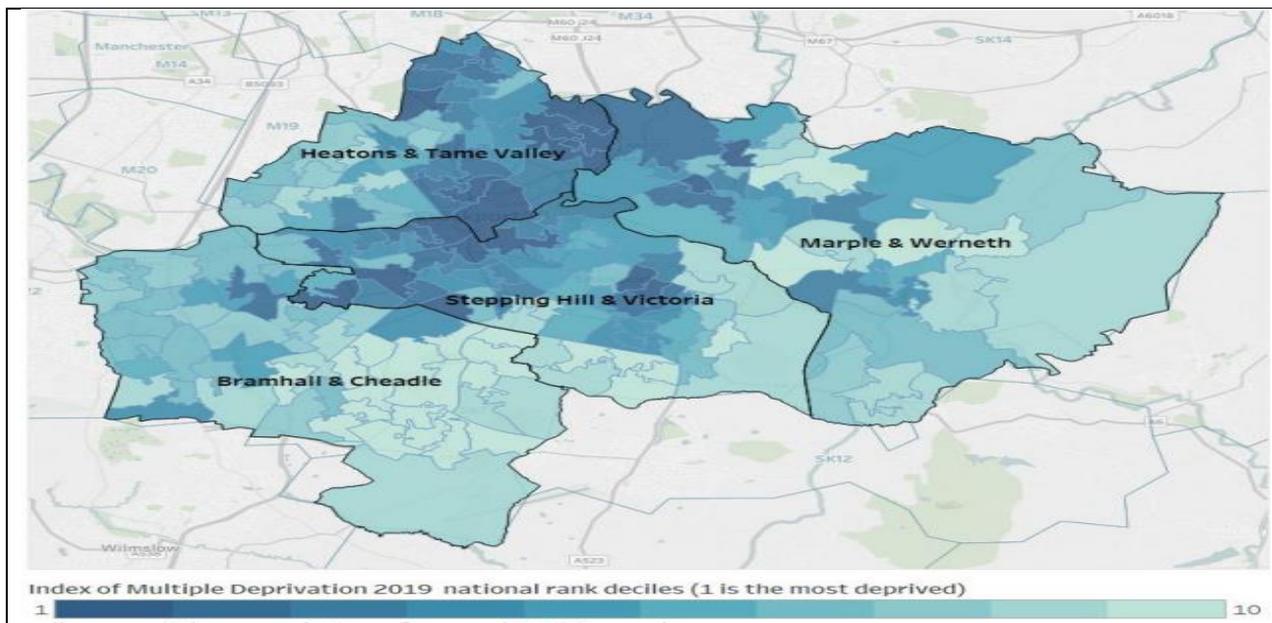
This evidence base has allowed us to formulate a set of principles to guide our use of the Pupil Premium:

- We will ensure that Pupil Premium funding is spent on the target group.
- We are aware that within our target group there is a diverse range of needs – both existing and emerging.
- We will maintain high expectations of the target group.
- We will thoroughly analyse which pupils are under-achieving and endeavour to work out why.
- We will use evidence to allocate funding to big-impact strategies.
- We will be relentless in our pursuit of high-quality teaching, not interventions to compensate for poor teaching.
- We will use achievement data to check interventions are effective and make adjustments where necessary.
- We will have a senior leader with oversight of how PP funding is being spent.
- We will ensure that teachers know which pupils are eligible for Pupil Premium.
- We will endeavour to demonstrate impact.
- We will have a named governor who will oversee and challenge our use of the Pupil Premium.

In a relentless drive to deliver and highlight **impact** we have extended and enhanced our checking procedures. The budget and review process operates through a thorough checking and analysis process that involves a Senior Leader and a named governor with responsibility for Pupil Premium. We have identified local needs and put these against the known '*best practice*' outlined in those documents and sources mentioned above.

Local context

Hazel Grove High School serves a diverse area of Stockport. Stockport has areas of severe deprivation with 14% of the population living in the most deprived areas. However, the deprivation is not particularly widespread and 28% live in the least deprived areas making Stockport notably polarised. Our catchment covers a wide spectrum of deprivation. We serve some of the most deprived areas (when compared against national data) and some of the most affluent areas in the Stockport area. Please see below for the most recent map of deprivation in Stockport (Stockport Joint Strategic Needs Assessment 2020)



With this in mind we analyse, in detail, our disadvantaged cohort in an attempt to identify common barriers and any local issues.

Therefore, a significant proportion of our work centres on monitoring the progress of our cohort and our ability to act quickly and address emerging needs.

We recognise that our disadvantaged cohort has a diverse range of aspirations, prior attainment and levels of progress. Some of our brightest and most talented students form part of our disadvantaged Cohort for example in 2020-21 100% of our high achieving PP students achieved 5+ in English and Maths. We have increased our capacity to identify and react on a daily basis. Our staffing is a key area of our intervention strategy. Identified staff are tasked with identifying barriers and reviewing progress through our data check points and supplementing with observations. We rely heavily on our Heads of Department, Heads of Year and Heads of House to identify emerging needs and deliver interventions.

At the same time, historically, there is evidence that points us towards four broad barriers in the Stockport area for some disadvantaged students:

- (1) Family history of reduced engagement with school life such as attendance at parent consultation evenings
- (2) No family history of tertiary education and with this a lack of aspiration towards attending leading universities
- (3) Travel time between the home and school; ability to engage with extra-curricular activities and key stage 4 exam preparation
- (4) Sudden loss of family income resulting in non-engagement with educational visits and sudden reduced ability to purchase school equipment.

All of our strategies can be linked to these local issues. In recent years we have carried out considerable research into the location of the homes of our cohort. We think that this is important given the polarised nature of our intake and our catchment area. By using freely available

software to map the geography of our disadvantaged cohort we can carry out a full analysis of progress and attainment on exit. We are yet to identify any obvious patterns within our disadvantaged cohort apart from the fact that some of our cohort make a substantial journey to attend school. We cannot, however, make a clear link between this and attainment.

(5) Throughout the 2017-18 and 2018-19 academic year the attendance of those pupils eligible for the Pupil Premium fell below other students.

The Marmott Review showed that Children who have low cognitive scores at 22 months of age but who grow up in families with a high socioeconomic status improve their relative scores as they approach the age of 10. The relative position of children with high scores at 22 months, but who grow up in families of low socioeconomic status, worsens as they approach age 10. Local data assessing development at the end of the Early Years Foundation Stage show a gap between those eligible for Free School Meals (FSM) and other children in Stockport.

(6) The development gap between FSM eligible and non-FSM eligible children in Stockport is 10% larger than the English average. Between 11 and 16 years old, significant gaps continue to open up even between children who were academically similar at 11. In Stockport, those eligible for free school meals are an average of 0.85 GCSE grades behind per subject when compared to other children who had a similar academic profile at the end of Key Stage 2. At Hazel Grove those in receipt of FSM this figure was on average 0.5 grades (based on 2020-21 CAGs).

(7) The attainment gap in Stockport between FSM eligible and non-FSM eligible children is 67% higher the English average, meaning vulnerable children in Stockport do less well than similar cohorts elsewhere.

Challenges

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

Challenge number	Detail of challenge
1	Through our observations, we have seen that there is a family history of reduced engagement with school life such as attendance at parent evenings
2	We have seen that disadvantaged students can lack the aspiration of non-disadvantaged students and there can be a family history of tertiary education and with this a lack of aspiration towards attending leading universities
3	Through our House System observations, we have seen that disadvantaged students can lack the ability to engage with extra-curricular activities and key stage 4 exam preparation
4	Through our observations and discussions with students and their families we have seen that a sudden loss of family income has resulted

	in some non-engagement with educational visits and a sudden reduced ability to purchase school equipment.
5	Attendance of Pupil Premium students 2020-21 Attendance of PP students was 88.28% compared to non PP which was 94.76%
6	Literacy skills (particularly in Year 7) caused by gap in learning In KS3 we have 76 students who did not make the floor standard of 100 Yr 7 29 students Yr 8 30 students Yr 9 17 students
7	Attainment of English and Mathematics compared to other students Basics Level 2 (4+ Eng and Maths) Other 81.7% Disadvantaged 56.4% Basics Level 2 (5+ Eng and Maths) Other 67.7% Disadvantaged 41.8%

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
No significant differences in progress 8 measures.	Disadvantaged students will make the same or better progress than all other students
No significant differences in attainment 8 measures.	Disadvantaged students will attain the same or better grades as all other students
A difference of less than 10% between disadvantaged and non-disadvantaged on the basics measure (4+ Eng/Maths, 5+ Eng/Maths)	There will be a difference of less than 10% between disadvantaged and non-disadvantaged students on the basics measure
No significant difference in percentage of students gaining the EBacc.	There will be an increase of disadvantaged students gaining the EBacc with no significant difference between non-disadvantaged
Maintain the current broadness of destination measures.	All disadvantaged students will go on to post 16 provision with an increase of those studying A-Levels
Ensure that there is no difference in the engagement of PP and non-PP students in House activities at Key Stage 3.	All disadvantaged students will engage with House activities
Ensure that no child is prevented from accessing opportunities due to their financial background.	No disadvantaged student will be prevented from participating in opportunities to increase cultural capital due to the financial background

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: £60k

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Vision for disadvantaged students shared with all stakeholders</i>	Addressing Educational Disadvantage – ‘it is vital that all staff understand: the issues being addressed; how school is addressing them; evidence to support the approach; their role within it; what success looks like’	All
<i>Data packs will be distributed to all departments after each data entry – VACs/DALPs</i>	Addressing Educational Disadvantage – ‘Assessment, not assumption, should inform our strategy to address disadvantage’ ‘we need to be experts in our pupils, not experts in labels’	1,2,6,7
<i>Data meeting will focus on disadvantaged students and identify actions</i>	Addressing Educational Disadvantage - ‘Adopt a culture of early intervention’	1,2,6,7
<i>DDP’s to highlight specific intervention for disadvantaged students</i>	Addressing Educational Disadvantage – ‘Assessment, not assumption, should inform our strategy to address disadvantage’ ‘we need to be experts in our pupils, not experts in labels’	1,2
<i>Focus on quality first teaching through professional learning</i>	Addressing Educational Disadvantage – ‘Effective teaching is the best level for improving school and pupil outcomes’ ‘training opportunities and high quality CPD are often powerful lures for teachers looking not only to hone their skills, but to make a real difference to the life chances of all pupils’	1,2,6,7
<i>ARC sessions to focus on research and pedagogy</i>	Addressing Educational Disadvantage – ‘research can inform our decision making when planning our strategies for educational disadvantage’	All
<i>Working party for disadvantaged to look at specific research and pedagogy for disadvantaged and trial</i>	Addressing Educational Disadvantage – ‘research can inform our decision making when planning our strategies for educational disadvantage’	All

<i>strategies within departments</i>		
<i>Thursday additional training session – disadvantaged local context (what does disadvantage mean to HGHS)</i>	Addressing Educational Disadvantage – ‘Teachers who work in inclusive schools have to be well-trained in both special needs diagnosis and research-led pedagogy’	All
<i>LAC and Young Carer training for NQTs and new staff</i>	Identification Practice of Young Carers in England - ‘they recommended that young carer awareness and identification was built into induction for new staff and there was a named young carer lead who would act as key contact’	1,2,3
<i>LAC and Young carer refreshers for all staff</i>	Identification Practice of Young Carers in England - ‘they recommended that young carer awareness and identification was built into induction for new staff and there was a named young carer lead who would act as key contact’	1,2,3
<i>Feedback to disadvantaged students – learning discussions to take place regularly in lessons</i>	EEF Teaching and Learning Toolkit + 8 months Addressing Educational Disadvantage – ‘Meaningful assessment is part of great teaching, including helping to identify gaps in learning’	6,7
<i>Whole school focus on reading</i>	EEF Teaching and Learning Toolkit +6 months Closing the reading gap – ‘most things teachers do are important but teaching reading is essential’ ‘we must remember that for one in four pupils ‘below expected’ reading skill in year 7, such development of subject expertise will be inevitably stunted’	6,7
<i>Metacognition strategies to be evident in teaching – retrieval practice, explicit instruction, modelling, desirable difficulties, classroom dialogue</i>	EEF metacognition and self-regulated learning + 7 months Addressing Educational Disadvantage – ‘It is important for teachers to explicitly teach metacognitive skills within their domain’	6,7

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

Budgeted cost: £139k

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Year 7 literacy screening and subsequent specialist, targeted intervention as well as wider whole cohort intervention</i>	EEF Teaching and Learning Toolkit + 6 months Closing the reading gap	6
<i>Fresh start: intensive phonics intervention programme</i>	EEF Teaching and Learning Toolkit + 4 months Addressing Educational Disadvantage – ‘adopt evidence based small group reading interventions to address specific issues with word recognition and or language comprehension’	6
<i>Guided reading programme: KS2 sig below 100 – withdrawal for intensive support</i>	EEF Teaching and Learning Toolkit + 6 months Closing the reading gap – ‘reading, offers a great deal of pleasure, while simultaneously offering us a vital tool to learn’	6
<i>LSA – targeted in class support</i>	EEF Teaching and Learning Toolkit + 1 month	6,7
<i>Specialist English LSA to support with the English recovery curriculum</i>	EEF Teaching and Learning Toolkit + 6 months Closing the reading gap	6
<i>Targeted pupils in KS3 that are extracted from MFL and given curriculum time by the whole school literacy specialists</i>	EEF Teaching and Learning Toolkit + 6 months Addressing Educational Disadvantage – Every moment in school needs to be a language development and comprehension moment. The presumption of language can leave pupils isolated in the classroom. Language is key to success in accessing the curriculum’	6,7
<i>Small group intervention programme with numeracy specialist for students</i>	EEF Teaching and Learning Toolkit + 4 months	7

<i>identified as requiring additional support</i>	Addressing Educational Disadvantage – ‘There is extensive high-quality evidence demonstrating potential 1-1 and small group tuition as an effective way of supporting pupils who are falling behind in their learning’	
<i>Fit for Figures sessions; targeted at disadvantaged – providing extra maths support and breakfast before school using specialist maths teachers</i>	EEF Teaching and Learning Toolkit + 4 months Addressing Educational Disadvantage – ‘There is extensive high-quality evidence demonstrating potential 1-1 and small group tuition as an effective way of supporting pupils who are falling behind in their learning’	1,2,7
<i>LAC students will receive 1-1 or small group additional tuition for maths where gaps are identified</i>	EEF Teaching and Learning Toolkit + 4 months Addressing Educational Disadvantage – ‘There is extensive high-quality evidence demonstrating potential 1-1 and small group tuition as an effective way of supporting pupils who are falling behind in their learning’	1,2,7
<i>Study hubs to be created to support intervention</i>	EEF Teaching and Learning Toolkit +5 months Addressing Educational Disadvantage – ‘Teachers should be involved in the commissioning of the intervention, and retain responsibility for pupil learning, even when a pupil is involved in additional structured intervention. When planning any intervention, it is important that the most vulnerable learners retain access to the most effective teaching’	1,2,3
<i>Support departments with the purchase of online resources to aid departments with recovery</i>	EEF Teaching and Learning Toolkit + 4 months Addressing Educational Disadvantage – In particular, developments in ICT resources have allowed more pupils than ever to overcome difficulties and make greater progress than ever to overcome difficulties.’ ‘These cutting-edge resources can benefit all pupils at different points in their education’	4
<i>Disadvantaged students will have access to music tuition</i>	EEF Teaching and Learning Toolkit +2 months	1,3

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

Budgeted cost: £90k

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Disadvantaged champion on SLT</i>	Addressing Educational Disadvantage – ‘The most effective schools create capacity and provide the expertise and support for teachers and other staff to better meet the needs of their disadvantaged students’	All
<i>Policies for attendance will make specific reference to disadvantaged students</i>	British psychological report 2017 Behaviour Change: School attendance, exclusion and persistent absence – ‘the 4 categories identified by the British Psychological Society are addressed: Mental Health; Physical Health; Attitudinal/systemic; School behaviour related’	5
<i>Attendance tracker will identify key groups of students and highlight where intervention is needed – PP, LAC, SEND, FSM</i>	British psychological report 2017 Behaviour Change: School attendance, exclusion and persistent absence – ‘the 4 categories identified by the British Psychological Society are addressed: Mental Health; Physical Health; Attitudinal/systemic; School behaviour related’	5
<i>HoH will track behaviour for learning and highlight disadvantaged students for support</i>	Addressing Educational Disadvantage – we shift the culture away from one of perceived barriers and obstacles to a genuine ‘can do’ mentality where anything is possible’	1,5
<i>Appointment of specialist SEMH to work with vulnerable students</i>	Addressing Educational Disadvantage – ‘Ensure that the social, emotional and mental health of pupils is prioritised’	2
<i>1:1 SEMH sessions</i>	Addressing Educational Disadvantage – ‘Ensure that the social, emotional and mental health of pupils is prioritised’	2
<i>Apertura</i>	Apertura is a three-year academic enhancement programme designed to encourage academic enquiry and conversation	2
<i>Thinking Works</i>	The Thinking Works programme will run at the end of Year 9, after language exams in May. These sessions may take place during language lessons for the limited group invited to the programme. Some students may be	2

	<p>identified in addition to those who took part in Thinking Matters in Year 8.</p> <p>There will be 4 sessions, all focusing on new, 'big' questions: What is truth? Is the mind the same as the brain? Is the world made by language? Should we experiment on animals? Do we need governments? Does the earth have rights?</p>	
<i>Thinking Matters</i>	Thinking Matters will take place in the summer term of Year 8. Each Trust school will nominate a member of staff to lead and deliver on the programme at their school. A group of up to 20 students would be suitable, but more than one group may be possible depending on staff availability at the school.	2
<i>Study visits to enhance aspiration and cultural capital</i>	EEF Teaching and Learning Toolkit +2 moths	2,3,4
<i>Electives programme</i>	EEF Teaching and Learning Toolkit +2 months	2,3,4
<i>Disadvantaged students will be supported in ensuring they have opportunities to increase cultural capital including DoE</i>	Addressing Educational Disadvantage – 'ensure that disadvantaged pupils experience the same formal and informal curriculum opportunities as their peers where possible'	1,2,3,4
<i>Disadvantaged students will have access to high quality IAG programme</i>	EEF Teaching and Learning Toolkit Addressing Educational Disadvantage – 'As beacons of humanity, schools have a duty to educate and protect the more vulnerable, and so strive to promote equality and social mobility'	2
<i>Purchase of laptops to loan who do not have own devices to work on at home</i>	EEF Teaching and Learning Toolkit + 4 months Addressing Educational Disadvantage – In particular, developments in ICT resources have allowed more pupils than ever to overcome difficulties and make greater progress than ever to overcome difficulties.' 'These cutting-edge resources can benefit all pupils at different points in their education'	4
<i>Student passports will be created and distributed to staff to support them with</i>	Children's Society – Young carers miss on average 48 school days due to their caring role' 'Young carers are more	1,2

<i>understanding the needs of our Young Carers</i>	likely to perform at one grade lower than other students' Addressing Educational Disadvantage – 'Our strategies to address educational disadvantage will stand or fall based on the quality of relationships we forge'	
<i>Young Carers policy to highlight specific support for Young Carers</i>	Identification Practice of Young Carers in England – 'Evidence shows that having a caring role can impact negatively on a child's physical and mental wellbeing, social relations, education and employment prospects. Identification, and more importantly early or timely identification, is a crucial first step in ensuring young carers receive the support they need before a child becomes vulnerable'	1
<i>Named staff will form a working group to support Young Carer's in school</i>	Addressing Educational Disadvantage – 'Our strategies to address educational disadvantage will stand or fall based on the quality of relationships we forge'	All
<i>Half termly meeting for Young Carers in each year group</i>	Children's Society – Young carers miss on average 48 school days due to their caring role' 'Young carers are more likely to perform at one grade lower than other students'	1
<i>PP spend will be used to support Young Carers</i>	Children's Society – Young carers miss on average 48 school days due to their caring role' 'Young carers are more likely to perform at one grade lower than other students'	1

Total budgeted cost: £289k

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

PROGRESS 8		2017	2018	2019 (unvalidated)	2020 (unvalidated)	2021
Average Total Progress 8	Disadvantaged	-0.44	-0.867	-1.010	0.32	0.76

BASIC MEASURES		2017	2018	2019 (unvalidated)	2020 (unvalidated)	2021
Basics Level 2 (4+ Eng & Maths)	Other	74.1%	74.6%	76.8%	78.8%	81.7%
	Disadvantaged	38.6%	38.7%	27.5%	60.3%	56.4%
Basics Level 2 (5+ Eng and Maths)	Other	45.9%	43%	52.3%	55.9%	67.7%
	Disadvantaged	27.3%	19.4%	15%	37.9%	41.8%

ATTAINMENT 8		2017	2018	2019 (unvalidated)	2020 (unvalidated)	2021
Average Total Attainment 8	Other	47.87	50.47	50.73	53.48	57.5
	Disadvantaged	38.65	34.65	34.35	45.52	45.71
Average Attainment 8 Grade	Other	4.79	5.05	5.07	5.35	5.75
	Disadvantaged	3.86	3.46	3.44	4.55	4.57

We fully appreciate that no single intervention provides a complete solution to the complex educational issues in any school and it is therefore important that we operate a multi-faceted approach. We feel that this offers the best opportunity for pupils to succeed. However, we do believe that one key to the narrowing of any difference in attainment is the careful and thorough monitoring and tracking of individual pupils. At Hazel Grove High School this is done on a daily basis by our teaching staff. Daily tracking enables teaching staff to report progress and attainment through our process of ‘**progress checks**’ which in turn allows middle and senior leaders to make informed choices.

We have a relentless drive to continually improve and enhance the quality of our teaching and learning.

At a strategic level our Pupil Premium spending and impact are monitored and challenged by a named governor. We have adopted a set procedure for carrying out these checks. The reports of these checks and amendments are reported to the governing body. Progress checks form the basis of many of our conversations surrounding the impact of our Pupil Premium spending. As a minimum, however, we operate on the following assumptions, when monitoring and tracking the impact of our Pupil Premium spending:

	Day to Day short term	Medium Term	Longer Term
Staff and/or positions involved:	<p>HOH link with departments and HOY to track and review interventions.</p> <p>Reports made to HT and rest of SLT and leadership meetings.</p> <p>SIMS used to report attendance and behaviour issues. Staff track on a daily basis and report to AHTs through relevant link. HOY and HOH intervene with set procedures concerning attendance.</p>	<p>Progress Checks are collected across the school in line with the assessment calendar. These are reviewed at all levels from class teacher through to HOD. All subjects receive reports and progress and attainment of students.</p> <p>AHT and DHT report to HT.</p> <p>Directors of Core report to DHT and HT on matters concerning staffing.</p> <ul style="list-style-type: none"> • PM and appraisal process. • ‘Fireside’ meetings. • Progress Meetings. 	<p>AHT and DHT draw up plans from shared strategic vision with HODs and DOL.</p> <p>SLT track and monitor national trends and developments to measure and inform interventions at HGHS.</p> <p>SDP informs department and faculty DDP which then, in turn, inform budget plans and proposed interventions.</p> <p>Full review of data carried out of data monitoring points and feedback to departments. Whole school data tracked back to interventions.</p>
Notes:	<p>Some interventions (usually ad hoc) take place outside of this process. These are tracked by the AHT who links with the relevant member of staff.</p>	<p>Pupil Premium reports and spending previews are presented to the Governors Monitoring Committee who then report to the full governing body.</p>	<p>Annual Report provided to the governors and published on the school website.</p>

Externally provided programmes

Programme	Provider
Highfields placements	Highfields Inclusion Partnership
	Pendlebury