

# Pupil premium strategy statement



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
School name	Hazel Grove High School
Number of pupils in school	1,349
Proportion (%) of pupil premium eligible pupils	19.05%
Academic years that our current pupil premium strategy plan covers	2023-24 to 2025-26
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	E Moroney, 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	£253,825
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£253,825</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Hazel Grove High School, we place our students at the centre of everything we do. Our vision is to sustain a culture of high expectations, inclusion and aspiration, where every student – regardless of background or circumstance – is consistently inspired to thrive in all environments, understands what it takes to succeed, and works hard to achieve ambitious goals. We ensure equitable access for every member of our community to a rich and diverse range of opportunities through our Cornerstones Programme - Academic Aspiration, Leadership & Service, Culture & Creativity, and Competition & Physical Endeavour - which together embed a broad, balanced and ambitious curriculum that prepares all students for life beyond school.

We have a relentless, evidence-informed drive to identify and understand the impact of socio-economic disadvantage on learning, and to define precisely what it means to be a disadvantaged student at Priestnall. We recognise that disadvantage affects students differently, and our response is diagnostic, adaptive and sustained. Leaders and staff rigorously monitor progress, ensuring that barriers to success are swiftly and effectively addressed through strategies that are consistently implemented and reviewed.

Our Pupil Premium strategy follows the EEF-recommended tiered approach, implemented consistently well across the school. We balance high-quality, inclusive teaching, targeted academic support, and wider strategies that systematically remove barriers to learning and participation. Crucially, our principles are driven by individual need identified through diagnostic assessment, not labels.

Across this strategy period, we will focus on the key challenges faced by our disadvantaged students, setting out clearly specified activities in each tier that are evaluated and adjusted as required.

Delivery of our Pupil Premium strategy is secured through clear, strategic leadership and sustained accountability. A named senior leader and a named governor provide strategic oversight, ensuring that approaches are evaluated and embedded across all areas, and aligned with whole-school improvement priorities.

Leaders use well-analysed quantitative and qualitative data to inform decisions, track progress and demonstrate measurable improvement in outcomes for disadvantaged pupils.

Success means that our disadvantaged students:

- Maintain a clear focus on reading and vocabulary across the curriculum, ensuring that disadvantaged learners develop the language needed for success.

- Consistently attend well, read confidently, and achieve at least as highly as their peers across the curriculum.

- Participate and benefit fully from the taught curriculum and our comprehensive personal development offer.

- Progress to ambitious post-16 destinations, including A levels, high-quality vocational routes, and higher education.

Our pledge is to remove barriers, raise aspirations, and deliver consistently excellent teaching so that disadvantage never determines destination. The spend for 2025-26 is based around three core principles.

### 1) Supporting and Developing Teaching

High-quality, inclusive classroom teaching remains the single biggest lever for improving outcomes. We will:

- Embed expert teaching in every classroom through a sustained, evidence-informed professional learning programme that strengthens subject knowledge, pedagogical content knowledge and adaptive practice.

Maintain a clear focus on reading and vocabulary across the curriculum, ensuring that disadvantaged learners develop the language needed for success.

Use our Trust and school teaching frameworks - expert instruction, clear routines, effective modelling and checking for understanding - so that disadvantaged learners experience consistently high-quality teaching.

Embed retrieval practice and cumulative sequencing so knowledge sticks and students connect ideas through purposeful PP&R tasks.

Use diagnostic assessment proportionately to inform teaching and swiftly address gaps without unnecessary workload.

Share diagnostic reading data with class teachers and provide practical strategies to scaffold access to texts in every subject.

This work ensures that high expectations and inclusive teaching are embedded across all subjects and key stages, driving sustained improvement in learning for disadvantaged pupils.

### 2) Targeted Academic Support

Where data identifies specific needs, we deliver timely, precise and effective intervention that complements classroom teaching. We will:

- Use robust screening and diagnostic assessment to assess reading comprehension, reading accuracy, phonics and spelling. This allows us to identify the students who need support.
- Deliver evidence-informed literacy and numeracy interventions - including phonics-based programmes, comprehension and spelling - alongside small-group and 1:1 tutoring with clear entry and exit criteria.
- Monitor progress rigorously and adjust provision responsively, ensuring the right students receive the right support at the right time. These wider strategies are embedded within a culture of inclusion, belonging, and ambition, ensuring that all students—especially the disadvantaged—flourish academically, personally and socially.
- Coordinate targeted support with SEND provision, ensuring coherence and consistency between interventions and classroom practice.

Every intervention is evaluated for demonstrable impact, with sustained improvement in attainment, confidence, and independence

### 3) Wider Strategies

We remove non-academic barriers that limit learning, strengthen belonging and broaden horizons. We will:

- Implement a whole-school culture of attendance, in line with DfE guidance, combining first-day response, data-led casework, multi-agency working, and proactive family engagement. We will celebrate good attendance and address persistent absence swiftly and supportively, including for disadvantaged pupils.

- Provide highly effective and embedded pastoral and SEMH support, ensuring students are safe, resilient, and ready to learn.
  - Guarantee equitable access to the wider curriculum through our Cornerstones programme - Academic Aspiration, Leadership & Service, Culture & Creativity, and Competition & Physical Endeavour - so that all students, including the disadvantaged, participate and benefit fully.
  - Strengthen careers education (Gatsby-aligned), ensuring early, frequent and meaningful encounters with providers and pathways so aspirations translate into informed next steps.
  - Reduce practical barriers (equipment, uniform, technology, study spaces, and targeted family support) so that disadvantage does not limit participation or progress.
- These wider strategies are embedded within a culture of inclusion, belonging, and ambition, ensuring that all students—especially the disadvantaged—flourish academically, personally and socially.

## 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 disadvantaged students 2024-25 Attendance of PP students was 80.1%. This impacts on their progress and wellbeing
6	Literacy skills (particularly in Year 7) caused by gap in learning
7	Attainment of English and Mathematics compared to other students Gaps persist for

## 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
Disadvantaged students make strong progress across subjects and close the attainment gap especially in English and Maths	<p>Disadvantaged students will make the same or better progress than all other students</p> <p>Disadvantaged students will attain the same or better grades as all other students</p> <p>Gaps between disadvantaged and non-disadvantaged students on the basics measure will continue to close year on year</p> <p>Internal data collection points will show progress for disadvantaged students and where this doesn't happen intervention will be appropriate, targeted and effective</p>
Disadvantaged students will have good attendance to school and the gap to non-disadvantaged students will close	<p>Attendance for disadvantaged students will be above national average and at least in line with similar schools</p> <p>The attendance strategy is embedded and implemented to ensure and assure disadvantaged students attendance is improving</p> <p>Patterns will be identified and targeted intervention will be implemented for identified students with regular review points</p> <p>PA will reduce</p> <p>Attendance to school is highly valued by all students and supports disadvantaged students in participating and benefitting from school life</p>
Disadvantaged students develop ambitious, informed post 16 plans and progress to L3, higher education or high-quality vocational routes	<p>All disadvantaged students will go on to post 16 provisions with an increase of those studying A-Levels</p> <p>Gatsby aligned careers programme will give high quality encounters for disadvantaged students and post 16 providers and employers</p>
Ensure disadvantaged students participate in enrichment, leadership and cultural experiences without any barriers	<p>All disadvantaged students will engage with House activities</p> <p>No disadvantaged student will be prevented from participating in opportunities to increase cultural capital due to the financial background</p>

<p>Disadvantaged students read at age related expectations so that they can access the curriculum</p>	<p>Reading is a whole school priority There is clear whole school reading strategy that supports students in receiving high quality reading strategies Disadvantaged students receive scheduled diagnostics High quality interventions are implemented for targeted students and are reviewed regularly Disciplinary reading is embedded across subjects</p>
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## Activity in this academic year

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

### Teaching

Budgeted cost: £108k

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’	1,2,5,6,7
<i>Subject action plans 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> - Inclusion - Participation - Questioning - Adaptive teaching - Reading and oracy	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>Head of Department meeting updates on PP</i>	Addressing Educational Disadvantage – ‘research can inform our decision making when planning our strategies for educational disadvantage’	All

<p><i>PL training session</i></p> <ul style="list-style-type: none"> <li>- <i>Understanding disadvantage</i></li> <li>- <i>Knowing who are disadvantaged students are</i></li> </ul>	<p>Addressing Educational Disadvantage – ‘Teachers who work in inclusive schools have to be well-trained in both special needs diagnosis and research-led pedagogy’</p>	<p>All</p>
<p><i>LAC and Young Carer training for ECTs and new staff</i></p>	<p>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’</p>	<p>1,2,3</p>
<p><i>LAC and Young carer refreshers for all staff</i></p>	<p>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’</p>	<p>1,2,3</p>
<p><i>Feedback to disadvantaged students – learning discussions to take place regularly in lessons</i></p>	<p>EEF Teaching and Learning Toolkit + 8 months</p> <p>Addressing Educational Disadvantage – ‘Meaningful assessment is part of great teaching, including helping to identify gaps in learning’</p>	<p>6,7</p>
<p><i>Whole school focus on reading</i></p>	<p>EEF Teaching and Learning Toolkit +6 months</p> <p>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’</p>	<p>6,7</p>
<p><i>Metacognition strategies to be evident in teaching – retrieval practice, explicit instruction, modelling, desirable difficulties, classroom dialogue</i></p>	<p>EEF metacognition and self-regulated learning + 7 months</p> <p>Addressing Educational Disadvantage – ‘It is important for teachers to explicitly teach metacognitive skills within their domain’</p>	<p>6,7</p>
<p><i>Staff will be selected to enhance their training through the NPQ</i></p>	<p>Addressing Educational Disadvantage – ‘Effective teaching is the best level for improving school and pupil outcomes’</p>	<p>1,2,6,7</p>

<i>programmes and Masters courses</i>	'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'	
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## Targeted academic support

Budgeted cost: £108K

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<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>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	3,7

<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’	1,2,3,7
<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	1,3,4
<i>Intervention programme created for before</i>	EEF Teaching and Learning Toolkit + 4 months	3,7

<i>school/ lunch/ after school</i>		
<i>Disadvantaged students will be able to access online resources available through school including SPARX, Kay Science, SENECA, Language Nut and Bedrock</i>	EEF Teaching and Learning Toolkit + 4 months	3,4,7

## Wider strategies

Budgeted cost: £38k

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<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 action plan will specifically support attendance of 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>Personalised attendance actions will</i>	British psychological report 2017 Behaviour Change: School attendance,	5

<i>be identified for specific disadvantaged students where attendance is a concern</i>	exclusion and persistent absence – ‘the 4 categories identified by the British Psychological Society are addressed: Mental Health; Physical Health; Attitudinal/systemic; School behaviour related’	
<i>Whole school focus on attendance will ensure that every stakeholder is supporting good attendance of 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>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’	2,3
<i>Apertura</i>	Apertura is a three-year academic enhancement programme designed to encourage academic enquiry and conversation	2,3
<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 identified in addition to those who took part in Thinking Matters in Year 8. 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?	2,3
<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	2,3

	group may be possible depending on staff availability at the school.	
<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 CIAG 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’	2,3,5
<i>Laptops available to loan to students 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>Strategies to support young carers distributed to staff to support them with understanding the needs of our 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’  Addressing Educational Disadvantage – ‘Our strategies to address educational disadvantage will stand or fall based on the quality of relationships we forge’	1,2
<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	1

	receive the support they need before a child becomes vulnerable'	
<i>Named staff will form a 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'	1,4
<i>External speakers to develop students' wider personal development</i>	Exploring the impact of Guest Speakers for school – 'students develop understanding of careers, wider experiences and attitudes'	2,3
<i>Sporting electives will be offered to all disadvantaged students</i>	EEF Teaching and Learning Toolkit +2 months	2,3,4

**Total budgeted cost: £254k**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

#### 2024-25

Last year we further embedded a whole-school attendance strategy with clear roles and responsibilities (Assistant Head, Deputy Designated Safeguarding Lead, Heads of Year with SEND links) and rigorous, data-led monitoring. Daily calls home, same-day response, weekly tracking, and welcoming return-to-school conversations were implemented consistently, with CPOMS logs used where concerns arose. Heads of Year received Anxiety Based School Avoidance training and bespoke year group attendance assemblies and incentives were used to reinforce attendance expectations. Regular Education Welfare Officer meetings were held with a focus on high-risk pupils and increased home visits were conducted for severe absentees. As a result, previously disengaged students have begun to re-engage.

In the first term of Sept 2025, attendance was 92.4% across all groups versus 92.2% the same period in 2024.

PP attendance from 83.5% to 85%

FSM increased from 83.3% to 85.4%

SEND increased from 85.2% to 86.3%

Multi-agency escalation and targeted, timely interventions contributed to reducing persistent absence, and the school's attendance culture remains a high priority to continue to support learning, and in turn will ensure disadvantaged pupils participate and benefit fully from school life.

Training for this coming year will be woven into our professional learning curriculum and will include but not exclusively -: Responsive teaching; Reading/oracy; ARC – Poverty informed practice; How to best use LSA; Getting the best out of MWB; Threshold concepts; Modelling; Responsive teaching; Expert explanations; Aspiring for the spires – academic profiles/universities; Curriculum and assessment. We have also delivered training to our Academy Committee.

Last year we strengthened progress for disadvantaged pupils through a robust assessment and intervention cycle. VACs data was issued to departments and analysed to identify students for intervention. Assessment is embedded in the curriculum so teachers can adjust teaching responsively and every disadvantaged student was discussed in DALP meetings (subject and pastoral leads together) to agree time-limited, purposeful interventions with clear review points. This approach, contributed to the school performing close to average with our PP A8 31.2 vs national 34.9.

Last year we ensured that we had a high-quality programme to increase parent engagement. Parents and carers were invited to Years 7–11 parents' evenings, Supporting Year 10 and 11 Evenings, an Open Evening for Year 6 families, SEND-specific events, a Year 9 MFL evening, and a Year 9 Options Evening. These events reported strong attendance and promoted an inclusive culture of belonging and shared responsibility. Relationship-building was led by the pastoral team (Heads of Year, Heads of House, SEND links) and the Student Support Centre, which also offered timetabled sessions for pupils who are developing English proficiency. Family meetings were scheduled before, during, and after the school day to remove barriers such as work commitments and childcare. Study-skills and curriculum events ensured families received clear, practical strategies to support learning at home, reinforcing consistent partnership working across the year. These events also supported SEND partnerships with families to co-produce reasonable adjustments, signpost services, and align school-home routines for consistency.

Last year we offered a broad and sustained elective programme with 60 elective clubs and overnight visits, alongside numerous day trips. Participation was tracked via Bromcom and spreadsheets. University trip for Year 7; College trip for Year 9 focused on apprenticeships; Sport trips to Portugal – Football and netball; Cultural visits to Germany, Spain and France

Year 7 – 76% of PP attended electives; Year 8 – 48% of PP attended electives; Year 9 – 28% of PP attended electives; Year 10 31%

32% of PP students in Year 10 completed the DofE

<b>Priority 1</b>	
<b>Strategy</b>	<b>RAG Comments</b>
<i>Data packs will be distributed to all departments after each data entry – VACs/DALPs</i>	Staff are provided with data after each KASH entry point
<i>Data meeting will focus on disadvantaged students and identify actions</i>	Data meetings were conducted at regular intervals after KASH data was inputted. HOH and subject areas were given actions that were then reviewed at the next meeting
<i>DDP's to highlight specific intervention for disadvantaged students</i>	<p>Departments reviewed DDP interventions are linked to the PP outcomes</p> <p>Reviewed by leadership links</p> <p>Interventions across all year groups support PP students specifically through numeracy and literacy</p>
<i>Focus on quality first teaching through professional learning</i>	<p>PL calendar ensures quality first teaching is a focus on PL</p> <p>Subject specific pedagogy has been a focus for departments and delivered through department time</p> <p>ECT have a tailored programme to develop their own practice in quality first teaching</p>

<i>ARC sessions to focus on research and pedagogy</i>	All staff and voluntarily contributed to ARC sessions and engaged with PL
<i>Working party for disadvantaged to look at specific research and pedagogy for disadvantaged and trial strategies within departments</i>	DA working group has met each term focused on aspects of the DA strategy  Department representatives have fed back in department meeting and shared good practice
<i>Thursday additional training session – disadvantaged local context (what does disadvantage mean to HGHS)</i>	Delivered session to staff as part of FPL
<i>LAC and Young Carer training for NQTs and new staff</i>	ECTs received specific training on LAC and YCs
<i>LAC and Young carer refreshers for all staff</i>	All staff have been updated on LAC and YCs  Shared area updated with student passports  BROMCOM identifies YCs
<i>Feedback to disadvantaged students – learning discussions to take place regularly in lessons</i>	Departments have a focus on oracy as part of their DDP  Walkabouts and lesson observations have evidenced good practice in questioning and feedback to students
<i>Whole school focus on reading</i>	Subject specific reading training delivered to all staff during PL sessions

	<p>Literacy focuses during form time – specific resources provided by literacy lead</p> <p>Book purchased for all Year 7 and 8 students</p> <p>Sixth Form reading lists created by departments</p>
<p><i>Metacognition strategies to be evident in teaching – retrieval practice, explicit instruction, modelling, desirable difficulties, classroom dialogue</i></p>	<p>FPL sessions on assessment, questioning, participation, desirable difficulties, modelling, deliberate practice</p>

<b>Priority 2</b>	
<b>Strategy</b>	<b>RAG Comments</b>
<p><i>Year 7 literacy screening and subsequent specialist, targeted intervention as well as wider whole cohort intervention</i></p>	<p>All students are screened</p> <p>See below breakdown of PP students are identified as having a literacy need</p> <p>KS3 students receive interventions such as Fresh Start, Toe by Toe</p>
<p><i>Fresh start: intensive phonics intervention programme</i></p>	<p>Identified students complete programme that supports with phonological knowledge, decoding, reading fluency, comprehension, vocabulary and spelling</p>
<p><i>Guided reading programme: KS2 sig below 100 – withdrawal for intensive support</i></p>	<p>Guided Reading targeted</p> <p>28 PP students Y9 who were below the KS2 reading score of 100 and 8 PP students in Y7</p>

<i>LSA – targeted in class support</i>	<p>LSA support in specific classes and support with literacy and numeracy</p> <p>LSAs review literacy and numeracy levels to ensure intervention takes place when needed</p>
<i>Specialist English LSA to support with the English recovery curriculum</i>	Literacy specialists work with PP students to continually address gaps in understanding. This process then enables rapid intervention
<i>Targeted pupils in KS3 that are extracted from MFL and given curriculum time by the whole school literacy specialists</i>	Identified students receive additional literacy support
<i>Small group intervention programme with numeracy specialist for students identified as requiring additional support</i>	Students were identified for programmes including literacy needs, toe by toe, guided reading, literacy elective and fir 4 reading
<i>Fit for Figures sessions; targeted at disadvantaged – providing extra maths support and breakfast before school using specialist maths teachers</i>	Identified students receive additional numeracy support
<i>LAC students will receive 1-1 or small group additional tuition for maths where gaps are identified</i>	<p>Identified LAC students receive additional maths tutoring though PEPs</p> <p>Provision increased to offer Science and English for identified students</p>
<i>Study hubs to be created to support intervention</i>	Study hubs available for students to conduct revision and PPR

<p><i>Support departments with the purchase of online resources to aid departments with recovery</i></p>	<p>Departments that have requested support have been supported in the purchase on materials to support with students learning alongside</p> <p>English – text bundles purchased to ensure all students have access to texts that are studied</p> <p>Maths – resources purchased to support the teaching of maths in all classes</p> <p>Maths packs purchased to ensure all students have necessary maths equipment to access the curriculum</p>
<p><i>Disadvantaged students will have access to music tuition</i></p>	<p>All PP students have been given the opportunity to access music lessons</p>

<p style="text-align: center;"><b>Priority 3</b></p>	
<p><b>Strategy</b></p>	<p><b>RAG Comments</b></p>
<p><i>Disadvantaged champion on SLT</i></p>	<p>SLT member monitors outcomes and assessment for PP students</p> <p>Reports</p>
<p><i>Policies for attendance will make specific reference to disadvantaged students</i></p>	<p>Attendance policy has specific actions to support disadvantaged students</p> <p>Pastoral systems in place to identify specific students</p>

<i>Attendance tracker will identify key groups of students and highlight where intervention is needed – PP, LAC, SEND, FSM</i>	HOYs prioritise PP students PP students
<i>HoH will track behaviour for learning and highlight disadvantaged students for support</i>	HOH tracks behaviour and identifies support. Shares with leadership link and HOY  Report system updated
<i>Appointment of specialist SEMH to work with vulnerable students</i>	SEMH team increased to support vulnerable students  Specialist rooms created to complete SEMH with identified students
<i>1:1 SEMH sessions</i>	Identified students have accessed SEMH sessions which included work on self-regulation, social skills, exam-based anxiety, school-based anxiety, copying strategies and any work in relation to SEMH
<i>Study visits to enhance aspiration and cultural capital</i>	University trip for Year 7  College trip for Year 9 focused on apprenticeships  Sport trips to Portugal – Football and netball  Cultural visits to Germany, Spain and France
<i>Electives programme</i>	Total  43% of PP students attended electives  Y7 76%; Y8 48%; Y9 28%; Y10 31%

<i>Disadvantaged students will be supported in ensuring they have opportunities to increase cultural capital including DoE</i>	32% of PP students in Year 10 completed the DofE
<i>Disadvantaged students will have access to high quality CIAG programme</i>	Intensive careers programme in place for students with Gatsby benchmark indicators met. Life after Laurus programme includes events such as Careers fair, University Trips, Guest Speakers, Assembly programme, Careers meeting with in school careers advisor
<i>Purchase of laptops to loan who do not have own devices to work on at home</i>	Laptops purchased and loaned to students
<i>YC updates created and distributed to staff to support them with understanding the needs of our Young Carers</i>	Document highlighting students' needs and strategies to support in the classroom
<i>Young Carers policy to highlight specific support for Young Carers</i>	LT YC minimum guarantee created and shared across the Trust
<i>Named staff will form a working group to support Young Carer's in school</i>	HOH team supports YC  Identified members of staff support with group sessions
<i>Half termly meeting for Young Carers in each year group</i>	HOH have met with young carers at intervals throughout the year
<i>PP spend will be used to support Young Carers</i>	PP budget used to support group work initiatives for YCs alongside individual requests such as DofE

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
<b>Staff and/or positions involved:</b>	<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"> <li>• PM and appraisal process.</li> <li>• ‘Fireside’ meetings.</li> <li>• Progress Meetings.</li> </ul>	<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>
<b>Notes:</b>	<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 placements	Pendlebury Centre
Cera Cyclone	Cera Cyclone