Hazelwick School Pupil premium strategy statement

This statement details Hazelwick 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Hazelwick School
Number of students in school	1901 (1530 in Years 7-11)
Proportion (%) of pupil premium eligible students	21%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2025/26, 2026/27 & 2027/28
Date this statement was published	November 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Mr D Leadbitter
Pupil premium lead	Mr A Cahill
Governor / Trustee lead	Mrs J Jellicoe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£317,168
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£317,168

The information above relates to the Pupil Premium eligible cohort for the 2025-2026 academic year and the funding received in the 2026-2027 fiscal year.

The information below indicates the Pupil Premium eligible cohort for the 2026-2027 academic year.

Detail	Data
School name	Hazelwick School
Number of students in school	1917 (1543 in Years 7-11)
Proportion (%) of pupil premium eligible students	16%

Part A: Pupil premium strategy plan

Statement of intent

There is always the need for schools to be aware of potential barriers to student achievement and to put in place appropriate support and interventions both in the short term and/or over a longer period, to ensure that all students are able to reach their maximum potential.

The quality of learning and teaching is at the centre of any school's success and teachers at Hazelwick work extremely hard to ensure that lessons are well-planned and expertly delivered, appropriately meeting the needs of all students. The Pupil Premium Grant enables us to develop quality first teaching through whole school and departmental specific CPD. Key staff are deployed to ensure that teaching and learning across the school is the best it can be.

All students deserve to have a wide range of educational opportunities and experiences to support their learning in the classroom. The Pupil Premium Grant is one strand of funding available to schools to provide this support and allow students to access wider experiences.

The Pupil Premium Grant funding enables us to continue to employ strategies, based on research, in order to ensure that all students are able to overcome and potential barriers and are given the best chance of achieving their potential.

Challenges

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

Challenge number	Detail of challenge
1	Accessing their curriculum.
2	Restricted parental engagement with the school.
3	Issues regarding a students' attendance, behaviour and engagement.
4	Access to necessary revision/study skills, resources and materials.
5	An inability to fund particular extra-curricular requirements

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.

Challenge	Intended outcome	Success criteria
1	Quality first teaching which will ensure that all students receive the best learning experience possible in all of their subjects. Staff will be able to use training to embed revision skills within lessons which will help students tackle the linear exams.	Students will have successful outcomes in both internal assessments and external exams.

2	To provide parents/carers with necessary tools and support to help students at home.	Parents/carers can intervene and better support their children with schoolwork at home.
3	Specialist intervention which will provide students with a more focused approach to their subjects. Experts to work in small groups and one-to-one with vulnerable students and those most in need of support.	Students receive a tailored approach to support their learning.
4	To provide students with extra support and resources to enable them to make necessary progress within their subjects.	Removes barriers to enable students to access guides and equipment to help them take full part in lessons and prepare for assessments and exams.
5	Helps students engage with school subjects. Benefits students by enhancing their team working, communication and social skills.	Students gain the necessary cultural capital to help them succeed in and beyond school.

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: £160,242

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher CPD In-house and departmental specific training courses. In-house to focus specifically on metacognition.	High quality and tailored CPD ensures that teachers are able to improve their teaching in order to deliver high quality lessons. **Evidence** https://bit.ly/EEF-PP-Guide	1
Staff Recruitment Appointment of key roles in the school	Key teaching leaders within the school to support the training and development of all teachers, including ECTs. **Evidence** https://bit.ly/EEF-PP-Guide	1
Accelerated reader Purchase of accelerated reader and employment of reading teacher.	Reading supports and significantly improves the building of vocabulary. Students need to read at an age-appropriate level in order to access the curriculum. **Evidence** https://bit.ly/ReadingforPP https://bit.ly/EEF-PP-Reading	1 & 4

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

Budgeted cost: £109,262

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Mentors & Support Staff Key mentors to support and mentor students.	Pupil Premium mentors are used within the classroom to support teachers deliver the curriculum to Pupil Premium eligible students. They also hold one-to-one and small groups sessions to support the learning of students. **Evidence** https://bit.ly/PPMentors https://bit.ly/PPOnetoOne https://bit.ly/EEF-PP-SmallGroup	1, 3 & 4

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

Budgeted cost: £47,664

Activity	Evidence that supports this approach	Challenge number(s) addressed
Education and Inclusion Welfare officers and school councillors.	Targeting non-academic barriers to ensure success in school. Ensuring that levels of attendance are high and that students mental health and wellbeing is supported. **Evidence** https://bit.ly/EEF-PP-Parents https://bit.ly/EEF-PP-Social	2 & 3.
Funding of essential items, such as books, uniform and other resources.	Removes a basic barrier and allows students to be in school and have the necessary tools to learn. **Evidence** https://bit.ly/EEF-PP-Guide	5
Music lessons.	Funding music lessons in order to increase engagement in 'cultural capital' through music. **Evidence** https://bit.ly/EEF-PP-Arts https://bit.ly/GOV-PP-CulturalCapital	3
Off-site visits.	Funding off-sire educational visits to ensure that all students can access the curriculum and that none is disadvantaged. Increases students' 'cultural capital'. **Evidence** https://bit.ly/GOV-PP-CulturalCapital	5

Total budgeted cost: £317,168

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

As with every year, all teachers and staff members have worked incredibly hard to ensure that no students were disadvantaged in terms of their learning and their school experience. Guidance from the Education Endowment Foundation was paramount in staff CPD – staff were fully aware of the recommendations made and key teaching and learning strategies (supported by key members of staff) including: seating plan placement for PP students; suitable homework setting; and detailed and tailored feedback were mandatory methods adopted by the whole school. Adaptive teaching enabled us to support the students who needed the most support.

We have had a significant whole school focus on metacognition, where teachers have been given training on a range of strategies to use in their day-to-day practice. This is now embedded into our practice and has been linked directly to every teacher's performance management objectives.

Further interventions included the purchase of revision guides and materials to support their revision. Booster sessions were also put in place by teachers to reinforce the learning that took place in the classroom.

Additionally, we created opportunities to improve students' cultural capital. Trips to the theatre and museums took place throughout the year. Students also benefitted from individual and group music lessons.