

Pupil premium strategy statement 2021-22

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	Poolhayes Academy
Number of pupils in school	1068 (970 exc. 6th form)
Proportion (%) of pupil premium eligible pupils	42.68% (Y7-Y11)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2021
Statement authorised by	T. McDowall Principal
Pupil premium lead	C. Barton-Blake Assistant Principal
Governor / Trustee lead	Jess Schulman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£399,688
Recovery premium funding allocation this academic year	£61,317
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	£461.005

Contextual/Additional information:

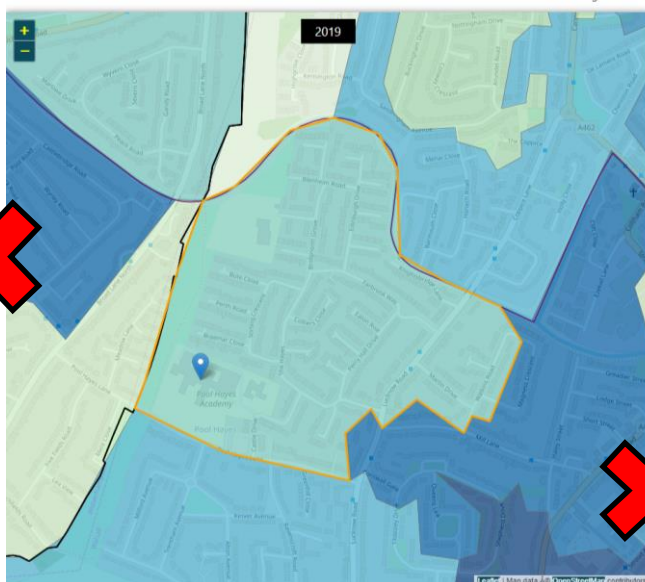
In 2019, the area in which Pool Hayes Academy is located (map below) was ranked **14,663** out of **32,844** areas in England; where 1 is the most deprived areas.

This is amongst the **50% most deprived neighbourhoods in the country.**

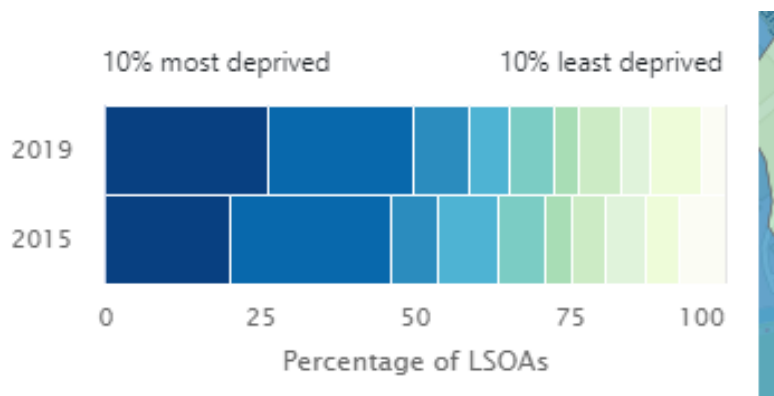
The chart on the right highlights the percentage distribution in the local Walsall district, between 2019 and 2015. The area has in effect become more deprived over the course of 4 years, and when compared to the rest of the country over this time period.

Walsall is one of 167 LSOAs in Walsall local authority district. Using the IMD rank of average summary measure, this local authority ranked 41 in 2015 and 31 in 2019, out of 317 local authorities.

IDACI: 6 Governance – Chair, Vice Chair, two community governors and one staff governor



Although PHA is in the 50% most deprived areas, very few of our children live within the immediate vicinity. Our catchment area is large and therefore many of our students come from other more deprived areas. (Marked with X.)



Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

The Three Keys to Our Curriculum:

- To develop skills, knowledge and understanding that enables the individual to grow within each subject and holistically.
- To present opportunities that challenge preconceptions and develop new thinking.
- To secure recall and application in situations that enable students to invest in their learning.

Academy Transformation Trust's Statement of Intent

It is our core responsibility to ensure that students have access to the very best education possible. One of the most fundamental and influential aspects of a child's education is the curriculum that they have access to. The power of curriculum is immense. It has the power to not only transform an individual, but to also transform whole communities and shape their understanding of the world and their place in it. Therefore, it is imperative that the curriculum on offer within our academies is truly world class and gives students access to powerful knowledge that takes them far beyond what their own individual experience ever could. In order to achieve this, we must ensure we expose all students 'to the best that has been thought and said and engender an appreciation of human creativity and achievement'. To truly transform lives we must not only show students what is possible but inspire and instil the confidence in them to go out and do it. All learners in our academies will experience a curriculum that:

1. is ambitious and enjoyable through knowledge and skills developed from Foundation Stage to Post 16 and Adult provision.
2. is knowledge rich, ensuring access to a wide, global cultural capital – thus maximising lifetime opportunities.
3. is inclusive, nurturing and tailored towards the needs of the individual.
4. is focused on developing the very best oracy, literacy, numeracy and digital skills – enabling access to the widest learning and the very best careers possible to ensure we develop global citizens.
5. is enriching, ensuring all experience a rich variety of cultural, artistic and sporting activities.
6. is broad in terms of coverage and (at least) encompassing the breadth of the 2014 English National Curriculum.
7. celebrates the uniqueness of each educational setting in terms of localised knowledge and skills.
8. develops character, personal pride and the highest moral standards.
9. celebrates diversity, challenges injustice, promotes equality and encourages the creation of a better world.
10. is delivered by well-qualified, forward-thinking, skilled, passionate professionals.

Challenges

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

Common barriers to learning for disadvantaged pupils may include:

- less support at home
- weak language and communication skills
- lack of confidence
- more frequent behaviour difficulties
- attendance and punctuality issues

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all” plan for support. Our ultimate objectives are:

- to eliminate the attainment gap between disadvantaged and non-disadvantaged pupils at Poolhayes Academy
- for all disadvantaged pupils in school to meet or exceed nationally expected progress rates
- for all disadvantaged pupils to access to the rich extra-curricular provision on offer and be well-rounded individuals who achieve their ambitions and flourish in life

Challenge number	Detail of challenge
1 Progress in Maths.	<p>The maths attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks.</p> <p>Assessments on entry to year 7 in the last 2 years indicate that between 45 - 47% of our disadvantaged pupils arrive below age-related expectations compared to 27.1 – 30.7% of their peers.</p> <p>Subsequent internal and external (where available) assessments show that this gap remains steady at around 16%.</p> <p>(Gap in 2019 between PP / NON PP 9-5 basics %)</p>
2 Progress in English. Improved reading comprehension among disadvantaged pupils across KS3.	<p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>On entry to year 7 in the last 2 years, between 40.0 – 44.7% of our disadvantaged pupils arrive below age-related expectations compared to 26.7.9-27.9% of their peers.</p> <ul style="list-style-type: none"> • Rigorous testing process in place to identify any needs for intervention. • Disadvantaged achieve at least in line with national. • Reading scores show a reduced gap between PP and non-disadvantaged learners. • Evident increase in knowledge of key skills in literacy shown through low stakes in- 6 class assessments, key skills starters, formal regular assessments and public examinations. • Pupil voice shows increased confidence and enjoyment in English.
3. Deprivation Limited knowledge of social and cultural capital:	<p>To give all pupils equal access to the enrichment and skills development opportunity.</p> <p>Affordable uniform with financial support available to PP learners.</p> <p>Equipment, such as stationery, GCSE subject specific equipment provided to PP learners where needed.</p> <p>PP parents are aware that they have access to financial support to assist with purchasing equipment and resources.</p> <p>Tutor equipment checks to show that PP learners are equipped for the school day in line with Non-PP learners.</p> <p>Teaching staff are quick to liaise with PP leads to ensure that any lack of equipment is quickly resolved.</p> <p>PP learners access breakfast club, music school, Duke of Edinburgh, career and Aim High events.</p>
4 Aspirations Extracurricular Pupil Premium learners are fully engaged and participating in the school's rich extracurricular offer	<p>Low aspirations and self-esteem for a number of pupil premium pupils across all year groups is having a detrimental impact on their academic progress.</p> <p>Internal quality assurance suggests that disadvantaged pupils lack resilience and self-regulation strategies when faced with challenging tasks. This is having an adverse effect in terms of the achievement at secondary school but also in terms of their post 16 choices.</p> <p>Prioritised places are available on trips for PP learners to ensure fair access. Monitoring of extra-curricular activity attendance to show that at least 40% of attendees are PP.</p> <p>Activity leads are aware of the need to promote PP attendance and promote/invite/ prioritise PP learners.</p>

<p>5.</p> <p>Behaviour and Attitude to Learning</p>	<p>Developing learning behaviours to reduce behaviour incidents including detentions and exclusions.</p> <p>Feedback from students, staff and parents about need to re-establish routines and relationships citing:</p> <ul style="list-style-type: none"> • Increase in examples of low-level disruption and disengagement in lessons • Increase in examples of emotional dysregulation amongst students, leading to more incidents than normal of conflict and aggression (verbal and physical) • These issues in part connected to lack of routine and the additional challenges presented for teachers in leading positive behaviour due to changes in routine and restrictions in a number of normal classroom management techniques
<p>6</p> <p>Improve attendance and punctuality to meet national expectations.</p>	<p>Our attendance data over the last 4 years indicates that attendance among disadvantaged pupils has been between 4.3%- 5.4% lower than for non-disadvantaged pupils.</p> <p>31 - 40% of disadvantaged pupils have been 'persistently absent' compared to 10 - 23% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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
<p>1.</p> <p>Progress in Maths.</p> <p>Pupil Premium learners achieving at least in line with, or above national progress measures in maths at KS4.</p> <p>Progress in KS3 maths for PP learners is at or above their expected attainment pathway.</p>	<p>By the end our plan:</p> <ul style="list-style-type: none"> • P8 score is greater than 0 • PP students to achieve, or exceed, 4+ basics, in line with national average for all students. • Gap between disadvantaged and non disadvantaged pupils is 0.0. • Disadvantaged achieve at least in line with national. • Rigorous testing process in place to identify any needs for intervention. • Evident increase in knowledge of key skills in numeracy shown through low stakes inclass assessments, key skills starters, formal regular assessments and public examinations. • Effective use of key skills starters in maths support lessons. • Pupil voice shows increased co confidence and enjoyment in mathematics.
<p>2.</p> <p>Progress in English.</p> <p>Ensure there is challenge and pace to all lessons through the consistent application of the Pool Hayes Classroom</p>	<p>By the end our plan:</p> <ul style="list-style-type: none"> • Reading tests demonstrate improved fluency and comprehension skills among disadvantaged pupils and will be in line or above their chronological age • Internal quality assurance and work in books will demonstrate extended writing which is well structured, 'word rich' and uses subject specific vocabulary appropriately • Pupils will have the skills to tackle challenging texts suitable for their chronological reading ages and in summative assessments. <p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p>
<p>3.</p> <p>Deprivation</p> <p>Pupil Premium pupils are catered for swiftly and effectively where social and emotional needs are a barrier.</p>	<p>By the end our plan:</p> <p>To give all pupils equal access to the enrichment and skills development opportunity.</p> <ul style="list-style-type: none"> • Pupil Premium student voice regarding welfare is positive. • Pupil Premium student voice regarding resources provided is positive. • Suitable support is evidently in place for our Pupil Premium pupils. • Case studies
<p>4.</p> <p>Aspirations</p> <p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>By the end our plan:</p> <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Pupil voice states that there is an increased optimism about Pupil Premium pupils' future/career. • A greater proportion of Pupil Premium pupils will have access to aspirational opportunities that extend beyond the curriculum. • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, • particularly among disadvantaged pupils.

<p>5.</p> <p>Behaviour and Attitude to Learning</p>	<p>By the end our plan:</p> <p>Ensure that we are taking highly effective action to support students who cannot meet our behaviour expectations so that they can continue with their education.</p> <ul style="list-style-type: none"> • Number of detentions decreased • Number of fixed exclusions decreased • Number of permanent exclusions decreased <ul style="list-style-type: none"> • Provide a Learning support unit. Primarily supports vulnerable students. Providing a nurturing environment, supporting students with a number of issues including poor mental health. Established reflection and internal exclusion room as well as developing a network of appropriate AP providers. • Provide a BMR (Behaviour Modification Room) to support the behaviour system. This will support students who find it difficult to display positive learning behaviour in the classroom. A mentoring role focussing on reflecting on actions and restorative practice. • Students to cover the same curriculum subjects whilst within the BMR and therefore no loss of learning and students get better teacher student ratios.
<p>6.</p> <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>By the end our plan:</p> <ul style="list-style-type: none"> • Sustained high attendance from 2024/25 demonstrated by: • the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • the percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 8% lower than their peers.

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: £353,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality teaching.</p> <p>Relentless focus on high quality teaching where every teacher is challenged and supported is key to improving their teaching practice, including bespoke support for ECT's/RQT's.</p> <p>To continue to build on the whole school curriculum ensuring that topics are sequenced appropriately, ambitious and that key concepts are fluently implemented in pupils' long term memory using retrieval techniques and strategies.</p> <p>Ensure there is challenge and pace to all lessons through the consistent application of the Pool Hayes Classroom.</p> <p>% staff time e.g.</p> <p>X5 Lead Practitioners- 25% staff time</p> <p>X1 Literacy Coordinator- 20% staff time</p> <p>X1 Accelerated Learner co-ordinator 40% staff time.</p> <p>X3 HLTA -50 % staff time</p> <p>X3 Student Learning Support - 95% staff time</p> <p>X4 Behavioural mentors - 90% staff time</p> <p>X2 Attendance Officers-60% staff time</p> <p>X1 Assistant Principal-Pupil Premium Lead-5% staff time</p>	<p>"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils." EEF guide to the Pupil Premium.</p> <p>Research shows that 'high quality teaching is the most important lever that will help to improve disadvantaged outcomes'. This has been identified as a key principle in the EEF Guide to the Pupil Premium.</p> <p>Internal quality assurance of the deployment of highly skilled Lead Practitioners and HLTA's also supports this rationale, not only helping the disadvantaged pupils but every pupil in the class. Research for Education Inspection Framework in 2019 reports that the 'teaching effectiveness is a strong predictor of pupils' progress throughout school, and having a succession of strong or weak teachers can have lasting effects'.</p> <p>EIF also highlights that achievement is maximised when teachers actively present material and structure taking in to consideration cognitive science research, observation of expert teachers through departmental 'walk thrus' and the use of models and instruction which is led through CPD activities and modelled by Lead Practitioners. Combining this with a model where teachers including Early Career teachers are supported by an expert teacher using the instructional coaching model will help ensure that there is high quality teaching.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/digital-technology</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://www.gov.uk/government/publications/pupil-premium/pupil-premium</p>	<p>1, 2 ,3, 4, 5, 6</p>

<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will fund professional development and a literacy co-ordinator focussed on each teacher's subject area.</p> <p>The Brilliant Club- support state schools in improving both the academic outcomes and future aspirations of their More Able pupils from under-represented backgrounds</p> <p>Rady Project- Raises attainment of disadvantaged youngsters by uplifting the starting point of year 7 students and put them on the same flight path as their 'non-disadvantaged peers'. Reducing class sizes.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	2, 4
<p>High levels of deprivation resulting in limited knowledge of social and cultural capital: Close the social and cultural knowledge gap in KS3 so that there are no gaps by KS4.</p>	<p>Data to be analysed for impact regularly and revised if necessary. People development focused on effectively closing gaps. PP Coordinator to use whole school and pathways CPD time to share evidence-based research and approaches (from EEF) for staff to apply in the classroom. Personalised teaching in lessons. Curriculum planning- Knowledge Organisers embedded into curriculum in every subject.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teachinglearning-toolkit/one-to-one-tuition/</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teachinglearning-toolkit/social-and-emotional-learning/</p>	3, 4, 6
<p>Improve attendance to national expectations. Staff used to undertake home visits for students who are not attending school in order to support them getting back to school.</p>	<p>Senior leader to ensure there is a regular review of progress and attainment and that attendance is in-line with the national average. Deployment of a home academy Attendance Officer. Attendance apprentice. Use of class charts provisions to identify areas where key students/vulnerable groups are a concern. Home visits for vulnerable families. Attendance mentor-persistent absentees. Monitor and tracked support.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf</p> <p>http://www.suttontrust.com/researchpaper/life-lessons/</p>	4, 5, 6
<p>Speech and Language Therapist.</p> <p>To screen all children on entry and bespoke programmes are put in place.</p>	<p>Weak Language and Communication skills.</p> <p>Most children are unlikely to have the breadth of vocabulary that reflects their experiences on entry to KS3.</p>	1,4, 5, 6

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

Budgeted cost: **£30,600**

Recovery funding **£61,317**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p> <p>"Our biggest concern will be around identifying gaps in learning so schemes can respond to student need in a student-centered approach. These assessments allow us to do this, as and when our students are ready." Bernadette Kaye, Literacy & Evidence Informed Project Lead, South Shore Academy</p> <p>Regular tracking will enable us to rapidly diminish differences in reading ages of PP pupils.</p> <p>EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions.</p>	2, 4, 5
Librarian and library	Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others (The Reading Agency 2015)	2, 3, 4
<p>Books and revision guides provided to students as part of year 11 strategy.</p> <p>Accelerated Reader embedded across KS3 to increase reading for pleasure and to ensure that reading age gaps are quickly diagnosed and closed. Individual reading programme introduced at KS3</p>	To facilitate independent study and engage parental support. EEF suggest +8 months progress for metacognition and self-regulation.	2, 3, 4
<p>All pupils who provide an up-to-date assessment of Dyslexia, or a diagnosis of Dyspraxia or AD(H)D are eligible for extra time in timed tests and exams with a substantial amount of reading or writing.</p> <p>Support from external agencies A speech and Language therapist (weekly) to support pupils and accelerate those requiring Education, Health and Care Plans.</p> <p>North Star Inclusion Advisory Team</p>	EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions.	2, 3, 4

Academic mentor to support key students.	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020)	1, 2, 3, 4, 5
Dedicated Teaching Assistants to support targeted interventions using data from trackers.	EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions.	2, 3, 4, 5
<p>In- Power (Behavioural strategies)</p> <p>Inpower mentor young people from derived backgrounds, young people who struggle with distractions at school. Always focused on the becoming the best they can be.</p> <p>Inpower offer many group sessions, such as Unbreakables, Grounded and female only groups.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	2, 3, 4, 5
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3, 4, 5

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

Budgeted cost: **£16,400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adoption of a cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions.</p> <p>This includes training for school staff, collaboration with our local behaviour hub and teacher release time.</p>	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy - Youth Endowment Fund</p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	5, 6
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Staff will get training and release time to develop and implement new procedures. Attendance/support officers appointed to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	6
<p>Alternate provision supports academic progress as well as SEMH support.</p>	<p>PP students are 4X more likely to be excluded (Peter Humphries Senior HMI Sec Ed Pupil Premium Conference: 23/3/2018) Keeping them in alternate provision and shaping the curriculum to meet their needs will avoid this.</p>	5, 6
<p>Use pastoral behaviour support workers to positively reinforce attitude to learning</p>	<p>EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment.</p> <p>"Interventions may well be one part of an effective Pupil Premium Strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour." Behaviour interventions strategy from the EEF teacher toolkit.</p>	3, 4, 5
<p>Offer consistency through a whole school behaviour policy.</p>	<p>Creates a purposeful learning environment for all students. Clear expectations and boundaries for students. EEF Supporting Behaviour in Schools Guidance</p>	5

Other Extra-curricular clubs/DoE and trip support.	“Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). We found from our analysis that extracurricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling.” Social Mobility Commission research.	3, 4, 5
Equipment, uniform and subject supplies.	Removing potential barriers to participation increases attendance.	3, 4, 5, 6
Other Support: Transport support, Breakfast club, Alternative provisions, Data Management, Finance Management, Technology.	Tracking and monitoring progress to implement interventions effectively. Removing barriers to participation increases attendance.	3, 4, 5, 6
Ensure all identified PP students with poor attendance to school have access to key staff including Educational Welfare Officer, Attendance Officer and TLR post-holders/Year Leaders. Barriers to attending school are identified and a personal attendance plan is completed. Curriculum support via the Inclusion Manager or Alternative provision supports learning.	A bespoke curriculum package needs to be established for some learners to engage them back into learning and to give aspirations for future success.	3, 4, 5, 6
Careers mentoring - Pupil Premium learners prioritised and, where needed, receive additional support.	The Gatsby Benchmark sets out a framework of eight guidelines about what makes the best careers provision in schools and colleges.	3, 4
Brilliant Club - PhD students work with PP learners at KS4 to raise ambitions and understanding of university learning and life.	Linked to the Gatsby Benchmark number 7: Encounters with further and higher education	3, 4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

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 2020 to 2021 academic year.

Assessments on entry to year 7 in the last 2 years indicate that between 45 - 47% of our disadvantaged pupils arrive below age-related expectations compared to 27.1 – 30.7% of their peers.

Subsequent internal and external (where available) assessments show that this gap remains steady at around 16%.

(Gap in 2019 between PP / NON PP 9-5 basics %)

Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Our attendance data over the last 4 years indicates that attendance among disadvantaged pupils has been between 4.3%- 5.4% lower than for non-disadvantaged pupils.

31 -40% of disadvantaged pupils have been 'persistently absent' compared to 10- 23% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

Review of Pupil Premium Expenditure

All	National (2019)	PP	Non PP	All vs PP	
En 4+	65.8	76.7	54.9	73.9	-10.9
En 5+	35.8	60.6	25.6	43.2	-10.2
Ma 4+	54.9	70.5	43.9	63.1	-11
Ma 5+	32.6	38.5	26.8	36.9	-5.8
Basics 4+	48.2	63	36.6	56.8	-11.6
Basics 5+	24.9	42	19.5	28.8	-5.4
EBacc APS	3.56	4.05	3.22	3.82	-0.34
A8	41.24	4.6	37.77	43.81	-3.47
P8	-0.20	0	-0.34	-0.10	-0.14
GCSE Grades (7-9)	1.6	16	1.2	1.8	-0.4

Aim	Cost	Outcome	Evaluation Summary
<p><u>Curriculum</u></p> <p>Relentless focus on high quality teaching where every teacher is challenged and supported is key to improving their teaching practice, including bespoke support for ECT's/RQT's.</p>	£276,000	Table above of performance data.	<p>Aspects of the curriculum not covered due to Covid19 to be addressed through a Blended Learning approach. The Covid-19 disruption has led to a widening in achievement gaps of students</p> <p>Lead Practitioners have been appointed in the Ebacc subjects to support the quality of education and development of others.</p> <p>Deployment of HLTAs to teach classes that have a high number of PP. Smaller class sizes, particularly in KS4, has ensured that pupils are more focused and receive more one to one time with teachers across all years</p> <p>The performance of disadvantaged pupils varies within departments and there is the opportunity to share best practice during pathways CPD time.</p> <p>Teaching has much improved across the academy. The introduction and implementation of the Pool Hayes Lesson will address a clear approach to teaching and expectations.</p> <p>Mentoring structure of year 11 to have disadvantaged students as a priority and possible to continue for disadvantaged students throughout the year.</p> <p>Implementation of the Knowledge Organisers have been embedded.</p> <p>Quality assurance of Teaching & Learning is closely monitored via Walkthrus of SLT, LP's and HoD.</p> <p>Afterschool booster and intervention. Swift intervention to ensure pupils are up to national expectations. Most vulnerable students need this added support.</p> <p>TAs all timetabled to their individual strength and student needs. This has had a positive impact on the classroom environment, relationships and students attitudes to learning.</p> <p>The EP observations, direct work and reports are vital to support us with putting in requests for EHCPs, changes of placement and to gain further guidance on how best to support students with their needs.</p> <p>Speech and language therapist supports with strategies for students. Every member of the ARP seen once per year (10 students). The reports also support EHCP requests and move to special schools.</p>

	£9,000	<p>The AR programme is to improve each of our students' reading ability and get them reading books that are right for their reading age. Book Level indicates the difficulty of text, not the maturity of content. Interest Level suggests for which Year Levels a book's themes and ideas are appropriate. AR points are assigned to a book based primarily on its length. The number of points a student earns tells you how much reading a student has done. <i>Due to COVID further analysis is needed to evidence impact measures.</i></p>	<p>The North Star Inclusion team support screening and gaining diagnosis for children with Dyslexia and also offer strategies to support our students. As with the other external professional agencies their observations and reports provide evidence required for EHCP requests and changes of placements.</p> <p>Curriculum maps and sequencing has been adjusted considering Covid to ensure students' recovery</p> <p>Individual reading programme now embedded across Y7-8 Accelerated Reader - A reading support programme designed to cultivate, track and improve student reading. Helps students grow with their reading comprehension and vocabulary skills.</p>
	£1,500	<p>Students were graded a degree level assessment award ranging from a pass to a 2:2.</p>	<p>The Brilliant Club- supported in improving both the academic outcomes and future aspirations of the more able pupils from under-represented backgrounds. 12 students took part over a term. The Scholars Programme placed a PhD tutor within the academy to deliver a university-style tutorials based on their own research. The programme was accompanied by two trips to competitive universities which will take place later in the Autumn term.</p>
	£1,500	<p>Raises attainment of disadvantaged youngsters by uplifting the starting point of year 7 students and put them on the same flight path as their 'non-disadvantaged peers'. RADY is a 5 year program and impact is being monitored each year</p>	<p>The RADY Project- Pupil-level estimates exported from Fischer Live, due to COVID CAT testing took place across the Year 7 cohort. The individual expectations for FSM children were adjusted so that the average target for the FSM group is equal to the average target for the non-FSM group.</p>

<p><u>Attendance</u></p> <p>Improve attendance to meet national expectations</p>	<p>£21,191,00</p> <p>Some costings adaptations made due to COVID</p> <p>Phone calls home, home visits.</p>	<p>Covid 19 impacted negatively on attendance this academic year.</p>	<p>Covid 19 impacted negatively on attendance this academic year. PHA attendance 90.5%</p> <p>Student and families who are identified as requiring support to be given assistance to enable all pupils to access school, resulting in increased attendance and positive behaviour.</p> <p>Home visits for vulnerable families.</p> <p>Wider Attendance team trained to deliver daily attendance strategy focusing on first day calling before 10am.</p> <p>All staff training on attendance, registers and role of form tutor.</p> <p>An attendance recovery strategy will be focus on a daily response to non-attendance, rewards creating a change in culture.</p> <table><tr><td>2020/2021</td><td>National 19/20</td><td></td></tr><tr><td>PP</td><td>86.86311</td><td>91.8</td></tr><tr><td>Non PP</td><td>93.60996</td><td>95.5</td></tr><tr><td>GAP</td><td>-6.74685</td><td>-3.7</td></tr><tr><td>PA</td><td>2020/2021</td><td>National 19/20</td></tr><tr><td>PP</td><td>43.20175</td><td>24.7</td></tr><tr><td>Non PP</td><td>19.58955</td><td>9.1</td></tr><tr><td>GAP</td><td>-23.6122</td><td>-15.6</td></tr></table>	2020/2021	National 19/20		PP	86.86311	91.8	Non PP	93.60996	95.5	GAP	-6.74685	-3.7	PA	2020/2021	National 19/20	PP	43.20175	24.7	Non PP	19.58955	9.1	GAP	-23.6122	-15.6
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<p><u>Behaviour and attitudes</u></p>	<p>£172,520</p>	<p>Russell group universities are advertised in Sixth Form. There is a clear presence around the Sixth Form Centre for aspiration and applying to Russell group universities via posters and presentations.</p> <p>75% of students went to University in 2021. There has been an increase of 4 students going to the Russell group in 2021.</p>	<p>A team of staff working on a daily basis to provide assertive mentoring and small group tuition to support academic and pastoral challenges and action specific interventions to raise student achievement in under-performing subjects.</p> <p>All staff received PD on consequence and reward systems.</p> <p>There are a wealth of extra-curricular activities and an enrichment programme on Wednesday afternoons.</p> <p>SEN Extra Curricular Activities, links with Wolves and West Brom.</p> <p>Relaunching of extracurricular and house system post COVID. Educational visits will be reintroduced to ensure that any which are compulsory for qualifications are in place, and we are beginning to offer a wide range of additional visits. Career Programme was rewritten for 2020-21. Virtual speaker/ events/speakers were advertised via Twitter/school website and emailed out to students and parents.</p>																								

			<p>Careers Gold Quality award achieved.</p> <p>Launchpad-a personal profiling tool - matches students likes, dislikes to numerous career paths. Used virtually during lock down periods and within ICT lessons. Online platform to aid students to investigate their career aspirations.</p> <p>The Pool Hayes Classroom is providing a consistent and clear set of expectations for all students for each lesson</p> <p>Behaviour data – identify key headline data to be shared with form tutors every Monday. Attendance/Behaviour and Positive points</p> <p>HoY to be given weekly and half-termly data to analyse and action</p> <p>Class chart app emailed out to all parents.</p> <p>Key to Success Postcards used and posted out to parents.</p>
Intervention and support Covid 19	<p>All COVID catch up premium costings added to the Catch up Spending Review 2020-21</p>	<p>Increased attendance to Live Lessons rose from 62% to 89% with the rapid implementation of our laptop provision and distance learning strategy.</p> <p>All data used appropriately to support transition of Year 7 students who had not had full SATs or Teacher Assessments in Year 6 resulting from COVID-19.</p>	<p>Work closely with parents & academies across the Trust.</p> <p>Utilise new digital platforms to support communication with parents following the COVID19 communication successes.</p> <p>SLT used government guidance to create logistical plans-fully risk assessed to ensure enrichment opportunities were created where possible.</p> <p>Distance Learner Awards were posted out and put on social media during Covid 19 closure.</p> <p>Enhance online learning/revision support</p> <p>Stationery, printed resources to students, if needed. Allowed Year 11 students to maintain the quality of their education throughout the lockdowns of last year. Supported in ensuring high quality education and therefore directly impacted on the outcomes of our students through the CAGs process.</p> <p>Communicate with parents and carers through email and our School Comms text message service</p>

	£7000		<p>To purchase laptops and connectivity dongles to close the digital poverty gap and provide students with better hardware for learning at home.</p> <p>Baseline testing of all Y7 students supports appropriate setting. The year 7 curriculum will be appropriately challenging and leading to strong progress including closing the gaps accrued due to COVID-19.</p> <p>Purchase online Parents' Evening software – SchoolCloud</p> <p>Increased attendance/engagement at Parents' Evenings</p>
			<p><i>Some adaptations made within the strategy due to COVID</i></p> <p>£512,000</p>

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.