


# Pupil Premium Strategy

This statement details our school's use of pupil premium for 2024/25 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
Pool Hayes Academy	
Number of pupils in school	1163 (99 Post 16)
Proportion (%) of pupil premium eligible pupils	43.9 (468)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 to 2025
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Andrew Lawrence
Governor / Trustee lead	

## Funding overview

Detail	
Pupil premium funding allocation this academic year	£470,400

Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£470,400

# 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.

Challenge number	Detail of challenge
<b>1 Progress in Maths.</b>	<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>
<b>2. Progress in English</b>	<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"> <li>• Rigorous testing process in place to identify any needs for intervention.</li> <li>• Disadvantaged achieve at least in line with national.</li> </ul>

	<ul style="list-style-type: none"> <li>• Reading scores show a reduced gap between PP and non-disadvantaged learners.</li> <li>• 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.</li> <li>• Pupil voice shows increased confidence and enjoyment in English.</li> </ul>
<b>3. Limited Social and Cultural Capital</b>	<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. 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. 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>
<b>4. Aspiration</b>	<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>
<b>5. Behaviour and Attitude to Learning</b>	<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"> <li>• Number of detentions decreased</li> <li>• Number of fixed exclusions decreased</li> <li>• Number of permanent exclusions decreased</li> <li>• Provide a Learning support unit. Primarily supports vulnerable students. Providing a nurturing environment, supporting students with a number of issues including poor mental health.</li> </ul> <p>Established reflection and internal exclusion room as well as developing a network of appropriate AP providers.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Students to cover the same curriculum subjects whilst within the BMR and therefore no loss of learning and students get better teacher student ratios.</li> </ul>

<p>6.</p> <p><b>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</b></p>	<p><b>By the end our plan:</b></p> <ul style="list-style-type: none"> <li>• Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• 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%.</li> <li>• 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.</li> </ul> </li> </ul>
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## 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><b>Progress in Maths.</b></p> <p>Pupil Premium learners achieving at least in line with, or above national progress measures in maths at KS4. Progress in KS3 maths for PP learners is at or above their expected attainment pathway</p>	<p><b>By the end our plan:</b></p> <ul style="list-style-type: none"> <li>• P8 score is greater than 0</li> <li>• PP students to achieve, or exceed, 4+ basics, in line with national average for all students.</li> <li>• Gap between disadvantaged and non-disadvantaged pupils is 0.0.</li> <li>• Disadvantaged achieve at least in line with national.</li> <li>• Rigorous testing process in place to identify any needs for intervention.</li> <li>• Evident increase in knowledge of key skills in numeracy shown through low stakes in class assessments, key skills starters, formal regular assessments and public examinations.</li> <li>• Effective use of key skills starters in maths support lessons.</li> <li>• Pupil voice shows increased co confidence and enjoyment in mathematics.</li> </ul>
<p>2</p> <p><b>Progress in English.</b></p> <p>Ensure there is challenge and pace to all lessons through the consistent application of the Pool Hayes Classroom</p>	<p><b>By the end our plan:</b></p> <ul style="list-style-type: none"> <li>• Reading tests demonstrate improved fluency and comprehension skills among disadvantaged pupils and will be in line or above their chronological age</li> <li>• Internal quality assurance and work in books will demonstrate extended writing which is well structured, 'word rich' and uses subject specific vocabulary appropriately</li> <li>• Pupils will have the skills to tackle challenging texts suitable for their chronological reading ages and in summative assessments.</li> </ul> <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><b>Deprivation</b></p> <p>Pupil Premium pupils are catered for swiftly and effectively where social and emotional needs are a barrier.</p>	<p><b>By the end our plan:</b></p> <p>To give all pupils equal access to the enrichment and skills development opportunity. Pupil Premium student voice regarding welfare is positive.</p> <ul style="list-style-type: none"> <li>• Pupil Premium student voice regarding resources provided is positive.</li> <li>• Suitable support is evidently in place for our Pupil Premium pupils.</li> <li>• Case studies</li> </ul>
<p>4.</p> <p><b>Aspirations</b></p> <p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p><b>By the end our plan:</b></p> <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Pupil voice states that there is an increased optimism about Pupil Premium pupils' future/career.</li> <li>• A greater proportion of Pupil Premium pupils will have access to aspirational opportunities that extend beyond the curriculum.</li> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• a significant increase in participation in enrichment activities,</li> <li>• particularly among disadvantaged pupils.</li> </ul>
<p>5.</p> <p><b>Behaviour and Attitude to Learning</b></p>	<p><b>By the end our plan:</b></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"> <li>• Number of detentions decreased</li> <li>• Number of fixed exclusions decreased</li> <li>• Number of permanent exclusions decreased</li> <li>• 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.</li> <li>• 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.</li> <li>• Students to cover the same curriculum subjects whilst within the BMR and therefore no loss of learning and students get better teacher student ratios.</li> </ul>
<p>6.</p> <p><b>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</b></p>	<p><b>By the end our plan:</b></p> <ul style="list-style-type: none"> <li>• Sustained high attendance from 2024/25 demonstrated by:</li> <li>• 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%.</li> <li>• 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.</li> </ul>

## Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Activity	Estimated Cost	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching. 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. 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. Ensure there is challenge and pace to all lessons through the consistent application of the Pool Hayes Classroom.	£30000	<a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a>	1 Progress in Maths 2 Progress in English 3 Deprivation 4 Aspirations 5 Behaviour and Attitude to learning 6 Attendance
Literacy Co-ordinator Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. We will fund professional development and a literacy co-ordinator focussed on each teacher's subject area.	£20000	<a href="https://alexquigley.co.uk/supporting-secondary-school-literacy/">https://alexquigley.co.uk/supporting-secondary-school-literacy/</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4?ref=alexquigley.co.uk">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4?ref=alexquigley.co.uk</a>	1 Progress in Maths 2 Progress in English 3 Deprivation 4 Aspirations 5 Behaviour and Attitude to learning 6 Attendance
Careers Advisor and external Connexions support Tracking students' academic pathways in school as well as post16 destinations, improving engagement with local businesses;	£20000	<a href="https://www.theaccessgroup.com/en-gb/education/software/career-guru/career-guidance-in-schools-what-are-the-challenges-and-benefits">https://www.theaccessgroup.com/en-gb/education/software/career-guru/career-guidance-in-schools-what-are-the-challenges-and-benefits</a>  <a href="https://www.gov.uk/government/publications/independent-review-of-careers-guidance-in-schools-and-further-education-and-skills-providers/independent-review-of-careers-guidance-in-schools-and-further-education-and-skills-providers">https://www.gov.uk/government/publications/independent-review-of-careers-guidance-in-schools-and-further-education-and-skills-providers/independent-review-of-careers-guidance-in-schools-and-further-education-and-skills-providers</a>	1 Progress in Maths 2 Progress in English 3 Deprivation 4 Aspirations 5 Behaviour and Attitude to learning 6 Attendance



## Targeted academic support

Activity	Estimated Cost	Evidence that supports this approach	Challenge number(s) addressed
Literacy Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps	£11000	<a href="https://pmc.ncbi.nlm.nih.gov/articles/">https://pmc.ncbi.nlm.nih.gov/articles/</a> <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading</a>	2 Progress in English 3 Deprivation 4 Aspirations 5 Behaviour and Attitude to learning
Librarian and library 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	£20000	<a href="https://pmc.ncbi.nlm.nih.gov/articles/">https://pmc.ncbi.nlm.nih.gov/articles/</a> <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading</a> <a href="https://alexquigley.co.uk/supporting-secondary-school-literacy/">https://alexquigley.co.uk/supporting-secondary-school-literacy/</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4?ref=alexquigley.co.uk">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4?ref=alexquigley.co.uk</a>	2 Progress in English 3 Deprivation 4 Aspirations 5 Behaviour and Attitude to learning 6 Attendance
Books and revision guides provided to students as part of year 11 strategy.	£5000	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a>	1 Progress in Maths 2 Progress in English 3 Deprivation 4 Aspirations 5 Behaviour and Attitude to learning 6 Attendance
Costing towards curriculum informed trips	£4000	<a href="https://nasenjournals.onlinelibrary.wiley.com/doi/full/10.1111/1471-3802.12638">https://nasenjournals.onlinelibrary.wiley.com/doi/full/10.1111/1471-3802.12638</a>	3 Deprivation 4 Aspirations
Targeted academic support for language development, literacy and numeracy	£2000	<a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</a>	1 Progress in Maths 2 Progress in English 3 Deprivation 4 Aspirations 5 Behaviour and Attitude to learning 6 Attendance

## Wider Strategies

Activity	Estimated Cost	Evidence that supports this approach	Challenge number(s) addressed
Counselling	£5000	<a href="https://familywelfare.co.uk/counselling-students-schools/">https://familywelfare.co.uk/counselling-students-schools/</a>	3 Deprivation 4 Aspirations 5 Behaviour and Attitude to learning 6 Attendance
Music school. SIPS education and tuition to give equal opportunities to all to allow for students to contribute to a broad array of performing opportunities within the academy	£12500	<a href="https://sandwellmusic.org/wp-content/uploads/2022/04/SIPS-music-brochure.pdf">https://sandwellmusic.org/wp-content/uploads/2022/04/SIPS-music-brochure.pdf</a>	3 Deprivation 4 Aspirations
Alternate provision supports academic progress as well as SEMH support	£120000	<a href="https://progress-education.org.uk/blog/alternative-provision-what-is-it/">https://progress-education.org.uk/blog/alternative-provision-what-is-it/</a>	1 Progress in Maths 2 Progress in English 3 Deprivation 4 Aspirations 5 Behaviour and Attitude to learning 6 Attendance
Learning Support Unit	£100000	<a href="https://www.researchgate.net/publication/228707908_The_Effectiveness_of_the_Use_of_Learning_Support_Assistants_in_Improving_the_Mathematics_Achievement_of_Low_Achieving_Pupils_in_Primary_School">https://www.researchgate.net/publication/228707908_The_Effectiveness_of_the_Use_of_Learning_Support_Assistants_in_Improving_the_Mathematics_Achievement_of_Low_Achieving_Pupils_in_Primary_School</a>	1 Progress in Maths 2 Progress in English 3 Deprivation 4 Aspirations 5 Behaviour and Attitude to learning 6 Attendance
Assistant Head of Year 4 members of staff	£100000	<a href="https://blog.schoolsandacademiesshow.co.uk/what-is-pastoral-care-in-schools#:~:text=A%20well%2Dstructured%20pastoral%20care,%2C%20anxiety%2C%20and%20behavioral%20issues.">https://blog.schoolsandacademiesshow.co.uk/what-is-pastoral-care-in-schools#:~:text=A%20well%2Dstructured%20pastoral%20care,%2C%20anxiety%2C%20and%20behavioral%20issues.</a>	3 Deprivation 4 Aspirations 5 Behaviour and Attitude to learning 6 Attendance
Other Extracurricular clubs	£2000	<a href="https://assets.publishing.service.gov.uk/media/An_Unequal_Playing_Field_report.pdf">https://assets.publishing.service.gov.uk/media/An_Unequal_Playing_Field_report.pdf</a>	3 Deprivation 4 Aspirations 5 Behaviour and Attitude to learning 6 Attendance

Attendance Embedding principles of good practice set out in DfE's Improving School Attendance advice.	£30000	<a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a>	1 Progress in Maths 2 Progress in English 3 Deprivation 4 Aspirations 5 Behaviour and Attitude to learning 6 Attendance
Equipment, uniform and subject stationary	£2000	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a>	1 Progress in Maths 2 Progress in English 3 Deprivation 4 Aspirations 5 Behaviour and Attitude to learning 6 Attendance
Rewards & Celebrations	£2000	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/increasing-pupil-motivation">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/increasing-pupil-motivation</a>  <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-incentives-and-education-what-can-we-learn-from-trials-in-schools">https://educationendowmentfoundation.org.uk/news/eef-blog-incentives-and-education-what-can-we-learn-from-trials-in-schools</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>	1 Progress in Maths 2 Progress in English 3 Deprivation 4 Aspirations 5 Behaviour and Attitude to learning 6 Attendance
Duke of Edinburgh Scheme	£2000	<a href="https://assets.publishing.service.gov.uk/media/An_Unequal_Playing_Field_report.pdf">https://assets.publishing.service.gov.uk/media/An_Unequal_Playing_Field_report.pdf</a>  <a href="https://www.dofe.org/do/what/">https://www.dofe.org/do/what/</a>	3 Deprivation 4 Aspirations 5 Behaviour and Attitude to learning

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

### Pupil premium strategy outcomes

This details the impact that our pupil premium, Recovery and NTP activity had on pupils in the 2023 to 2024 academic year.

#### Teaching (for example, CPD, recruitment and retention)

Activity/Challenge	Impact of this approach				Actual Spend			
<p>High quality teaching. 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. 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. Ensure there is challenge and pace to all lessons through the consistent application of the Pool Hayes Classroom.</p> <p>Link(s) to School challenges:</p> <p>Progress in Maths</p> <p>Progress in English</p> <p>Behaviour and Attitude to learning</p> <p>Attendance</p>	<p>ECTs were supported by expert teacher mentors through an instructional coaching model. This is supported by ATT and Ambition Institute.</p> <p>Lead Practitioner was deployed as a coach to support staff develop their practice and raise standards. This is supported by the internal monitoring via Steplab.</p> <p>A strategic review ensured that the Lead Practitioner was leading groups of high PP students, especially at Y11. Within the Y11 English class, progress of PP matched the non-PP students.</p> <p>A ‘drop-in’ schedule ensured regular monitoring of teaching to ensure high standards for all, with data gathered and shared half-termly with subject leads and SLT. Areas of concerns were highlighted and subsequent support and follow up quality assurance put in place.</p> <p>The drop-in schedule has enabled data on lessons to be gathered. This, alongside work scrutiny data, shows Do Now is embedded across the academy, with staff building this alongside other effective retrieval activities into lessons to support effective retrieval of key concepts.</p> <p>Drop-ins and data analysis highlighted the science curriculum as a need for development. A new ready-made curriculum has been purchased (Springboard Science) to support with the implementation of an improved curriculum.</p>				<p>£86,923.62</p>			
		2023 Final Results A8	2024 Final Results A8	Current PEGS A8				
	English	4.1	4.1	4				
	Maths	4.05	3.6	3.6				
	SEN	2.9	3.1	3.4				
<p>Literacy Co-ordinator</p> <p>Improving literacy in all subject areas in line with recommendations in the EEF</p> <p>Improving Literacy in Secondary Schools guidance.</p> <p>We will fund professional development and a literacy</p>	<p>Literacy Co-Ordinator and Assistant Principal have embarked upon the NPQ for Literacy.</p> <p>Training has been delivered for staff and auditing activities undertaken</p> <p>Trials of increased comprehension activity has taken place within Geography with a stepped improvement in outcomes.</p> <p>This is to continue across other curriculums.</p> <p>Monthly events were delivered to enhance cultural capital.</p>				<p>£30,000</p>			

co-ordinator focussed on each teacher’s subject area.	<p>An increase in literacy visibility and exposure across the school (word of the week, top three reads, reading recommendations, reading door signs, key words in lessons). Reading and literacy is becoming more common place, and therefore the norm. Students therefore have been more engaged in participating in literacy-based activities.</p> <table><tr><th>KS3 Reading Data Start Point 2023</th><th>KS3 Reading data overview 2023-4</th><th>KS3 Reading data Start point 2024-25</th><th>Projected data overview 2024-5</th></tr><tr><td>Year 7 = 10.7</td><td>Year 7 = 11.00</td><td>Year 7 = 10.4</td><td>Year 7 = 11.5</td></tr><tr><td>Year 8 = 11.3</td><td>Year 8 = 12.2</td><td>Year 8 = 11.2</td><td>Year 8 = 12.5</td></tr><tr><td>Year 9 = 11.8</td><td>Year 9 = 13.5</td><td>Year 9 = 12.4</td><td>Year 9 = 13.5</td></tr><tr><td>Growth = +0.5months per year (av)</td><td>Growth = +1 year per year (av)</td><td>Growth = +1 year per year (av)</td><td>Growth =+1 year per year (av)</td></tr></table> <p>Through the use of Sparx reading age growth is now matching age growth, and has sped up from its starting point.</p>	KS3 Reading Data Start Point 2023	KS3 Reading data overview 2023-4	KS3 Reading data Start point 2024-25	Projected data overview 2024-5	Year 7 = 10.7	Year 7 = 11.00	Year 7 = 10.4	Year 7 = 11.5	Year 8 = 11.3	Year 8 = 12.2	Year 8 = 11.2	Year 8 = 12.5	Year 9 = 11.8	Year 9 = 13.5	Year 9 = 12.4	Year 9 = 13.5	Growth = +0.5months per year (av)	Growth = +1 year per year (av)	Growth = +1 year per year (av)	Growth =+1 year per year (av)	
KS3 Reading Data Start Point 2023	KS3 Reading data overview 2023-4	KS3 Reading data Start point 2024-25	Projected data overview 2024-5																			
Year 7 = 10.7	Year 7 = 11.00	Year 7 = 10.4	Year 7 = 11.5																			
Year 8 = 11.3	Year 8 = 12.2	Year 8 = 11.2	Year 8 = 12.5																			
Year 9 = 11.8	Year 9 = 13.5	Year 9 = 12.4	Year 9 = 13.5																			
Growth = +0.5months per year (av)	Growth = +1 year per year (av)	Growth = +1 year per year (av)	Growth =+1 year per year (av)																			
Careers Advisor and external Connexions support Tracking students’ academic pathways in school as well as post16 destinations, improving engagement with local businesses;	<p>Increase in uptake of 6<sup>th</sup> Form, over 10% increase since the previous academic year.</p> <table><tr><td>2021-2022</td><td>2022-2023</td><td>2023-2024</td></tr><tr><td>18%</td><td>25%</td><td>28%</td></tr></table> <p>NEET figures:</p> <p>3 in 2022/23 and 2 being unknown 2 in 2023/24</p> <p>All PP pupils received independent careers advice. All Post 16 pupils who had applied received university places.</p>	2021-2022	2022-2023	2023-2024	18%	25%	28%	£6,180														
2021-2022	2022-2023	2023-2024																				
18%	25%	28%																				
Link(s) to School challenges:  Aspiration Limited social and cultural capital Behaviour and Attitude to learning Attendance																						
Knowledge organisers Created across the curriculum for all year groups, every half term	<p>Staff continue to develop knowledge organisers in their departments. They continued to receive guidance and training on how to implement them into everyday practise in lessons to ensure they are being utilised effectively. They are made available to students electronically. Students were given a printout of all the KO in their year group, for each half term.</p> <table><tr><td></td><td>2023 Final Results A8</td><td>2024 Final Results A8</td><td>Current PEGS A8</td></tr><tr><td>English</td><td>4.1</td><td>4.1</td><td>4</td></tr><tr><td>Maths</td><td>4.05</td><td>3.6</td><td>3.6</td></tr><tr><td>SEN</td><td>2.9</td><td>3.1</td><td>3.4</td></tr></table>		2023 Final Results A8	2024 Final Results A8	Current PEGS A8	English	4.1	4.1	4	Maths	4.05	3.6	3.6	SEN	2.9	3.1	3.4	£4,000				
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Link(s) to School challenges:  Progress in Maths Progress in English Behaviour and Attitude to learning																						

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

Activity	Impact of this approach	Actual Spend																				
<p>Literacy 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> <p>Link(s) to School challenges:</p> <p>Progress in Maths</p> <p>Progress in English</p> <p>Behaviour and Attitude to learning</p> <p>Attendance</p> <p>Limited social and cultural capital</p>	<p>Tier 2 and Tier 3 vocabulary are now non negotiable within curriculums. This is improving pupils understanding of words. PD sessions moving forwards this year are to focus on comprehension strategies and how to incorporate these in every lesson. Comprehension postcards as a teaching tool kit being shared this year as a guide. Impact will be a greater understanding of texts.</p> <p>Reading audits to ensure that students have access to reading across all subjects. Impact will be to increase reading resources in lessons but visually seeing the limitations to date.</p> <p>Intervention programme running via Anne Plimmer targeting groups 3-5. This also ensures disadvantaged pupils have access to resources for Sparx. Impact of this was reading ages and understanding increasing.</p> <p>Intervention continues within the intervention Hub-SpaG focus and comprehension strategies. The impact here is to remove a barrier to learning for these students.</p> <p>Sparx reader has been launched, and reading age testing-data shared so lessons can be adapted for the need of the pupils. Impact is more personalised learning for all.</p> <p>Sparx is a self directed reading programme that creates individual intervention strategies to help pupils move forward. Reading age data increased based on this. Students who are disadvantaged have access to the library to complete this. All students have been gifted Wonder-ensuring all students have access to a book.</p>	£15,000																				
<p>Librarian and library 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> <p>Link(s) to School challenges:</p> <p>Progress in English</p> <p>Aspirations</p> <p>Limited social and cultural capital</p>	<table><tr><th>KS3 Reading Data Start Point 2023</th><th>KS3 Reading data overview 2023-4</th><th>KS3 Reading data Start point 2024-25</th><th>Projected data overview 2024-5</th></tr><tr><td>Year 7 = 10.7</td><td>Year 7 = 11.00</td><td>Year 7 = 10.4</td><td>Year 7 = 11.5</td></tr><tr><td>Year 8 = 11.3</td><td>Year 8 = 12.2</td><td>Year 8 = 11.2</td><td>Year 8 = 12.5</td></tr><tr><td>Year 9 = 11.8</td><td>Year 9 = 13.5</td><td>Year 9 = 12.4</td><td>Year 9 = 13.5</td></tr><tr><td>Growth = +0.5months per year (av)</td><td>Growth = +1 year per year (av)</td><td>Growth = +1 year per year (av)</td><td>Growth = +1 year per year (av)</td></tr></table> <p>Through the use of Sparx reading age growth is now matching age growth, and has sped up from its starting point.</p> <p>Reading ages have improved from their starting point. Progress has now moved from just 0.5 months per year to 1year per year, therefore matching expected growth. With the continuation of Sparx, and a drive for reading visibility, this should continue to increase.</p>	KS3 Reading Data Start Point 2023	KS3 Reading data overview 2023-4	KS3 Reading data Start point 2024-25	Projected data overview 2024-5	Year 7 = 10.7	Year 7 = 11.00	Year 7 = 10.4	Year 7 = 11.5	Year 8 = 11.3	Year 8 = 12.2	Year 8 = 11.2	Year 8 = 12.5	Year 9 = 11.8	Year 9 = 13.5	Year 9 = 12.4	Year 9 = 13.5	Growth = +0.5months per year (av)	Growth = +1 year per year (av)	Growth = +1 year per year (av)	Growth = +1 year per year (av)	£10,270
KS3 Reading Data Start Point 2023	KS3 Reading data overview 2023-4	KS3 Reading data Start point 2024-25	Projected data overview 2024-5																			
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Books and revision guides provided to students as part of year 11 strategy.	All Yr11 issued with bespoke revision packs as part of a Raising Achievement event.				£6,000
Link(s) to School challenges:		2023 Final Results A8	2024 Final Results A8	Current PEGS A8	
	English	4.1	4.1	4	
	Maths	4.05	3.6	3.6	
	SEN	2.9	3.1	3.4	
Progress in Maths Progress in English Behaviour and Attitude to learning					
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.	18 students were eligible for extra time in exams. 10 of these students had a diagnosis. Walsall LA no longer diagnose dyslexia, so students were identified through SEN and First Response referrals.				£4,000
Link(s) to School challenges:	All 18 students had a separate room for their exams, extra time and where appropriate, a scribe, reader or use of a laptop.				
		2023 Final Results A8	2024 Final Results A8	Current PEGS A8	
	SEN	2.9	3.1	3.4	
Progress in Maths Progress in English Behaviour and Attitude to learning Attendance Aspirations					
Speech and Language Therapist. To screen all children on entry and bespoke programmes are put in place.	Speech and Language therapy helps remove barriers, so children can get the support they need to reach their full communicative and educational potential. It also develops their communication skills that will impact their quality of life and will lead to increased confidence and social interactions. A report from a speech and language therapist is sought when gathering evidence for an ECHNA. Unfortunately, due to capacity in the SEN dept and poor access to services we were unable to engage with A Speech and Language therapist during the year 23-24.				£2,800
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	All Y11 students were offered weekly tuition across all GCSE subjects via MS Teams. Across the year 76% of students engaged with this, with over 3500 student hours of tuition delivered. PP students were targeted by invitations and parents were contacted weekly with the tuition reminder. There was a higher uptake (84%) of high achieving students engaging with the tuition. School led tutoring was delivered during evenings, weekends and holidays.				£7,325
		2023 Final Results A8	2024 Final Results A8		
	HA English	5.7	5.9		

those who are high attainers.	HA Maths	6.64	5.58	
Link(s) to School challenges:  Progress in Maths Progress in English Behaviour and Attitude to learning Aspirations				
DT Food Ingredients	Provision of ingredients did not create a barrier for PP pupils therefore enabling all pupils the opportunity to cook and not preventing uptake as an option subject. This meant that there was a 11/11 (50%) split in take up.			<b>£1,200</b>

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

Activity	Impact of this approach	Actual Spend
Counselling  Link(s) to School challenges:  Aspirations Behaviour and Attitude to learning Attendance	Our school counsellor has seen 30 children during this academic year. This service is provided when form tutor and HoY intervention has been exhausted and external referrals are not yet active (long waiting lists). This has been successful and impactful for over 65% of students. All seeing an improvement in their mental health, emotional wellbeing and coping strategies.	<b>£4,250</b>
Music school. SIPS education and tuition to give equal opportunities to all to allow for students to contribute to a broad array of performing opportunities within the academy  Link(s) to School challenges:  Limited social and cultural capital	Pupils participated in an array of Music performance activities the funding of which was partially enabled through PP. All pupils entered for GCSE were therefore able to demonstrate the performance requirement for the course. Pupils were able to participate in whole school events that were organised during the academic year. 'Phantastival', School show, Christmas concert & Lock Stock community festival.	<b>£5,000</b>



Breakfast club, after school intervention refreshments to support attendance and punctuality. <b>Link(s) to School challenges:</b> <b>Attendance</b>	It is difficult to evaluate the impact of this on outcomes. However, against a back drop of increased financial insecurity the academy was able to provide a breakfast for pupils.	<b>£5000</b>
Alternate provision supports academic progress as well as SEMH support  <b>Link(s) to School challenges:</b> <b>Behaviour and Attitude to learning</b> <b>Attendance</b> <b>Aspirations</b>	2023 to 2024 witnessed an increase in SEMH need nationally. This was reflected within the Walsall Area. The authority recognises that there is insufficient provision to meet these needs. Adoption of intervention for specific pupils who require support with regulating their behaviour and emotions. Limited impact was evidenced from this initiative and therefore alternate interventions to be arranged for next academic year.	<b>£122,080</b>
Learning Support Unit  <b>Link(s) to School challenges:</b>  <b>Progress in Maths</b> <b>Progress in English</b> <b>Behaviour and Attitude to learning</b> <b>Attendance</b> <b>Limited social and cultural capital</b>	<p>The LSU is an inclusive and nurturing environment situated on the ground floor to support those with medical issues- e.g. Mobility restrictions- unable to walk upstairs and to support with lessons they cannot access on upper floors via sending emails and teams' link.</p> <p>LSU also supports students with various medical conditions who are not able to participate in certain lessons e.g. Practical Food lessons and certain food allergies, support students with bleeding conditions who are unable to participate in contact sports in PE.</p> <p>The LSU builds on the school ethos of resilience to encourage students to attend school and be successful in lessons. The LSU also offers a safe space for students who need to rest due to Mental health issues or if stated on students Crisis Plans. LSU staff work closely with the attendance team to support students and families who display low attendance, to gradually build, support and eventually get back into lessons with interventions around resilience, confidence and self-esteem.</p> <p>The staff in LSU offer Time 2 Talk sessions to support students mental health and offer them a safe space to speak openly about their concerns, this can also be supporting of the safeguarding team.</p> <p>An average of between 30-40 children access LSU on a monthly basis. Over the past Academic year, we have opened our doors to 5 fair access students in total in our academic year. ( 3 x EAL students who spoke minimal English) Starting their Academy journey in LSU supporting them fulltime within the LSU, over time we gradually let them go to some lessons, with the success that this academic year they now go to all timetabled lessons and are doing extremely well socially and academically.</p> <ul style="list-style-type: none"> <li>Initially house and support fulltime for a short period, then slowly integrate back into</li> </ul>	<b>£100,000</b>

	<p>lessons with the support from subject teachers to eventually build up a timetable</p> <ul style="list-style-type: none"> <li>• Support new students that have come from other schools during final years of school to help with blanks/gaps in a timetable where subjects were not available to join at the time of joining school (option choices)</li> <li>• LSU also helps students who currently attend Alternative Provision for a partial week- building up hours in school/ supporting families in building up timetable and to work alongside school attendance.</li> </ul> <p>Successes from the LSU have varied. We have had student attendance increase dramatically in some cases, worked with a lot of services involved with some students to dual support them in education and to see GCSE results shine from encouraging students to remain in lesson, support where needed and to build them to feel ready for next steps. Some of our students who have accessed LSU have now continued their educational journey into Post 16.</p> <p>Attendance figures:  2020-21 87.8%  2021-22 90.9%  2022-23 89.6%  2023-24 87.7%  2024-25 92.3%</p>	
Assistant Head of Year 4 members of staff  Link(s) to School challenges:  Progress in Maths Progress in English Behaviour and Attitude to learning Attendance Aspirations	<p>And additional AHOY was recruited deployed to each KS3 and KS4 Year Group. To further release time an Inclusion Room Manager was also employed.</p> <p>This has enabled cultural shift to occur. We have seen latent impact with a decrease in:</p> <ul style="list-style-type: none"> <li>• Call Out</li> <li>• Suspension</li> <li>• Detention</li> </ul> <p>And an increase in rewards.</p> <p>This means that we have better engagement from PP pupils who are nationally and locally disproportionately impacted.</p> <p>Behaviour data</p> <p>Total</p> <p>PP students</p> <p>percentage PP</p> <p>Positive points</p> <p>2023/2024</p> <p><b>980652</b></p> <p><b>415749</b></p> <p><b>42.4% PP</b></p> <p>current year so far</p> <p><b>634976</b></p> <p><b>245865</b></p> <p><b>38.7% PP</b></p> <p>negative points</p> <p>2023 / 2024</p> <p><b>66900</b></p> <p><b>41032</b></p> <p><b>61.3%PP</b></p> <p>current year so far</p> <p><b>22064</b></p> <p><b>13366</b></p> <p><b>60.6% PP</b></p>	£100,000

	<p>suspensions 2023/2024 <b>797</b> <b>632</b> <b>79.3% PP</b> current year so far <b>197</b> <b>135</b> <b>68.5% PP</b></p> <p>Attendance figures: 2020-21 87.8% 2021-22 90.9% 2022-23 89.6% 2023-24 87.7% 2024-25 92.3%</p>																	
<p>Other Extracurricular clubs</p> <p>Link(s) to School challenges:</p> <p>Limited social and cultural capital</p>	<p>An updated enrichment calendar was published on the school website at the start of the autumn term. For this to be populated all staff members were given the chance to contribute. Extra additions such as craft clubs and photography clubs have had a good intake. Sports clubs are well attended with the school's sports teams displaying an elevated level of skill.</p>	£20000																
<p>Equipment, uniform and subject stationary</p> <p>Link(s) to School challenges:</p> <p>Behaviour and Attitude to learning</p>	<p>A large order of black pens, green pens, rulers and pencils was placed to support high standards in classrooms. This was distributed to staff to remove the barrier of no equipment for PP students. Work scrutiny in Autumn term revealed concerns regarding presentation of work and students taking an active role in improving their work (green pen). Purchasing the equipment has removed this barrier and Summer Term work scrutinise indicated much high standards in exercise books across the academy.</p>	£1690																
<p>Hardship Fund to support students and families.</p>	<p>Everyone</p>	£270																
<p>CPD</p> <p>Link(s) to School challenges:</p> <p>Progress in Maths</p> <p>Progress in English</p> <p>Aspirations</p>	<p>CPD was delivered on the effective use of Knowledge Organisers, to support their deployment. The impact was seen through internally monitoring showing a high proportion of staff using KOs being judged as "effective".</p> <p>NPQs have been completed by Assistant Principals, Literacy Lead and Classroom teachers. The NPQLTD has seen a greater strategic push on staff CPD, with the NPQLL impacting positively on the whole-school literacy focus.</p> <table><tr><td></td><td>2023 Final Results A8</td><td>2024 Final Results A8</td><td>Current PEGS A8</td></tr><tr><td>English</td><td>4.1</td><td>4.1</td><td>4</td></tr><tr><td>Maths</td><td>4.05</td><td>3.6</td><td>3.6</td></tr><tr><td>SEN</td><td>2.9</td><td>3.1</td><td>3.4</td></tr></table>		2023 Final Results A8	2024 Final Results A8	Current PEGS A8	English	4.1	4.1	4	Maths	4.05	3.6	3.6	SEN	2.9	3.1	3.4	£3923
	2023 Final Results A8	2024 Final Results A8	Current PEGS A8															
English	4.1	4.1	4															
Maths	4.05	3.6	3.6															
SEN	2.9	3.1	3.4															

<p>Rewards &amp; Celebrations</p> <p>Link(s) to School challenges:</p> <p>Limited social and cultural capital</p> <p>Behaviour and Attitude to learning</p> <p>Attendance</p>	<p>Rewards for 100% attendance have been implemented which has assisted in the attendance figures being more positive this half term.</p> <p>Rewards for academic progress have also helped to create a more inclusive school culture, in which students want to achieve, across the curriculum.</p> <p>A celebration/rewards week created a positive environment around the academy, allowing a wide range of students to be recognised for a wide range of positive reasons.</p> <p>Attendance figures: 2020-21 87.8% 2021-22 90.9% 2022-23 89.6% 2023-24 87.7% 2024-25 92.3%</p>	£6000
<p>Careers mentoring</p> <p>Link(s) to School challenges:</p> <p>Aspiration</p> <p>Limited social and cultural capital</p>	<p>An updated calendar has been published for staff members.</p> <p>An audit of the careers provision is to take place, in line with the Gatsby benchmarks.</p> <p>Recruitment in this area is still on going.</p> <p>Curriculum leads have highlighted where certain lessons link to a career.</p>	£2000
<p>Attendance Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Link(s) to School challenges:</p> <p>Progress in Maths</p> <p>Progress in English</p> <p>Behaviour and Attitude to learning</p> <p>Attendance</p>	<p>An attendance culture is starting to become evident in the school. Students take pride in their attendance through bi-weekly tracking and rewards that are available.</p> <p>In addition to this, the attendance curriculum that has been implemented helps to develop students' knowledge and skills in upholding good attendance. All staff members have a responsibility in supporting attendance and tracking it within their form groups.</p> <p>The attendance and the outcomes teams are working closely together to identify the correlations between the two areas and implementing effective strategies to raise both. This has been evident through the identification of 'Top 10' students in key stage 4, where 80% of the students involved has displayed better progress and attendance since the intervention began.</p>	£3140
<p>Attendance Ensure all identified PP students with poor attendance to school have access to key staff including Educational Welfare Officer, Attendance Officer and TLR postholders/Year Leader</p> <p>Link(s) to School challenges:</p> <p>Progress in Maths</p> <p>Progress in English</p> <p>Behaviour and Attitude to learning</p> <p>Attendance</p>	<p>Following on from trust guidance all systems are in line with the Department for Education guidance and all relevant staff have been trained on procedures.</p> <p>A key focus group for each term has been selected based on the school's previous data. Students in these groups give their voice on any concerns/ barriers and interventions are then put in place by various members of staff.</p> <p>Attendance figures: 2020-21 87.8% 2021-22 90.9%</p>	£10,293

	2022-23 89.6% 2023-24 87.7% 2024-25 92.3%	
Duke of Edinburgh Scheme  <b>Link(s) to School challenges:</b>  <b>Limited social and cultural capital</b>	<p>The expedition went really well. All 12 pupils across year 10/11 passed and enjoyed the weekend. Use of the PP budget to support DofE makes the whole course more accessible to our pupils reducing the overall costs of the package. The main bulk of the cost is signing on fee and the expedition section which is run by an outside company who do a very good job. This means the expedition section is done over 4 days, 2 training at school and a weekend away. All kit is provided again reducing the costs.</p> <p>The DofE award is a recognised worldwide and really pushes pupils outside their comfort zones taking on challenges and building resilience. It is highly sort of by employers and helps to boost life chances after leaving school into further education and employment.</p> <p>The aim of the DofE award scheme at Pool Hayes is to continue to grow numbers doing the award and get some to complete Silver and Gold.</p>	£1,275
Attendance 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  <b>Link(s) to School challenges:</b> <b>Behaviour and Attitude to learning</b> <b>Attendance</b>	<p>Attendance is increasing in line with the national expectations. There has been evidence of some weeks where we are above the FFT national average.</p> <p>Attendance staff and EWO carry out visits to those students of concerns.</p> <p>Trackers are updated on a weekly basis for severely persistent absent students and persistent absentees. These trackers outline interventions that have been put in place and whether they have been successful or not.</p> <p>Attendance figures:  2020-21 87.8%  2021-22 90.9%  2022-23 89.6%  2023-24 87.7%  2024-25 92.3%</p>	£36,830
Contingency fund for acute issues.	We established an inclusion hub for pupils who had been left with undiagnosed need following transition into Year 7. This was successful in providing 4 additional EHCPs for these target pupils and early review and amend EHCP for 2 pupils. Suspension for this group reduced. Attendance increased.	£12,000

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Sparx Maths	Sparx Schools
Sparx English	Sparx Schools
Seneca	Seneca Learning
Careers	Unifrog
Attendance	Education Welfare Officer

## Further information (optional)

*A number of items were costed to PP that was not originally forecast based on change in need throughout the year. This is reflected above as New Strategy (NS)*