

Pupil Premium Strategy

This statement details our school's use of pupil premium for 2025/26 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	Pool Hayes Academy
Number of pupils in school	1172 (88 Post 16)
Proportion (%) of pupil premium eligible pupils	41.2% (483)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 2024/2025 2025/2026
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Lisa Macey (Principal)
Governor / Trustee lead	

Funding overview

Detail	
Pupil premium funding allocation this academic year	£490 200
Recovery premium funding allocation this academic year	NA
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£490 200

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 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

As part of ATT, we know that providing the very best education for our learners can transform their life chances. We aim to ensure that all our teachers and classroom-based colleagues have the skills and support they need provide a high quality of education. This is underpinned by our approach to education.

Ambitious Curriculum

Our ambitious approach to curriculum aims to equip all learners with the powerful knowledge and cultural capital that will enable them to succeed- not just in school, but by stimulating social mobility and lifelong learning. Every one of our learners experiences a curriculum that is ambitious, enjoyable, inclusive, and knowledge rich. Whilst inspiring young people with the breadth of creativity and human achievement, we're at the same time ensuring that key skills like oracy, literacy, numeracy and digital skills are developed to give them access to the widest range of learning.

Transformational Teaching

We aim to provide transformational teaching to all our pupils through three key approaches- an ambitious curriculum, a deep understanding of learners, and by following our shared Pedagogical Principles. These ten core concepts of teaching reflect a shared vision of excellence in teaching and learning across ATT, and are designed to ensure that every learner — regardless of background, need, or starting point — benefits from high-quality, evidence-informed practice. By fostering collaboration, harnessing best practices, and valuing the unique context of each academy, we strive to provide an inclusive and empowering educational environment.

Adaptable and Inclusive

As part of ATT, we believe that every child has the right to a transformative education. Our curriculum is designed with inclusivity and accessibility in mind; we use the Judith Carter 7Cs model to ensure intentional curriculum planning that allows teachers to adapt their lessons and delivery to the needs of their learners.

Challenges

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

Challenge number	Detail of challenge
1. Progress in Maths.	We strive to maintain attainment and progress scores that are in line with the national non-pupil premium level, whilst we continue to close the gap between our PP and non-PP students. The maths attainment of PP students is generally lower than that of non-PP students.
2. Progress in English	We strive to maintain attainment and progress scores that are in line with the national non-pupil premium level, whilst we continue to close the gap between our PP and non-PP students. On entry to Year 7 across the last three years, 43.7% of PP students arrive at below age-related expectations compared to 25.8% of non-PP students.
3. Deprivation	All students deserve the same access and opportunity to enrichment and skills development. Access to curriculum materials, learning resources, uniform, food, uniform and extracurricular opportunities are typical barriers to PP students.
4. Low aspiration	It is found that PP students are more likely to have lower aspirations and self-esteem, often linked to the barriers in challenge 3. This has a detrimental impact on the academic progress of PP students.

5. Behaviour and Attitude to Learning	PP students achieve more behaviour points than their non-PP peers. PP students require a greater level of behaviour intervention and support compared to non-PP students.
6. Attendance	Our PP students have a lower attendance than non-PP students, across all year groups. PP students are more likely to be PA than non-PP students, impacting their academic outcomes.

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
1. <u>Progress in Maths.</u> PP learners achieve at least in line with, or above national progress measures in Maths at KS4. Progress and attainment in KS3 maths for PP learners is at or above their expected attainment pathway.	• 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.
2. <u>Progress in English.</u> PP learners achieve at least in line with, or above national progress measures in English at KS4. Progress and attainment in KS3 maths for PP learners is at or above their expected attainment pathway.	• KS3 reading tests demonstrate improved fluency and comprehension skills among disadvantaged pupils and will be in line or above their chronological age • P8 score for English 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.
3. <u>Deprivation</u> PP students are able to overcome socio-economic and emotional barriers and engage fully with academy life. This leads to higher aspirations, improved attitude to learning and ultimately better outcomes.	• Internal data tracking shows that PP students are exposed to the same enriched activities as non-PP students. • Student voice from PP students shows that they have the equipment, resources, uniform, transport and materials required to access school and the curriculum • Middle leaders and classroom teachers are able to articulate the support in place to support PP students access the curriculum. • Breakfast club, afterschool clubs and trips are accessible to all PP students.
4. <u>Aspirations</u> PP students are exposed to the same aspirational/well being opportunities as non-PP students	• Pupil voice states that there is an increased optimism about PP students' future/career/wellbeing opportunities • There is a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • Internal data tracking shows that PP students are exposed to the same enriched activities as non-PP students.

	• A greater proportion of Pupil Premium pupils will have access to aspirational opportunities that extend beyond the curriculum. • All PP students are supported with their future career options and their journey beyond Pool Hayes • Student, parental and staff voice shows that students have higher expectations of themselves and higher aspirations.
<u>5. Behaviour and Attitude to Learning</u> PP students' behaviour is as good as non-students across the academy, leading to improved outcomes for students.	• Internal behaviour data shows that PP students achieve positive and negative behaviour points in line with non-PP students. • The number of negative behavioural incidents for PP students (detentions, FTE and PEX) is decreasing • There is a decrease in the number of recidivist behavioural PP students across negative behaviours. • There are high standards and expectations in place for all students, during classroom learning, social times and transition periods. • By the end our plan:
<u>6. Attendance</u> Attendance and punctuality are improved for PP students. There is no gap between the attendance of PP vs non-PP students across all year groups	• PP attendance will be broadly in line with non-PP students, with the gap closing. • The overall attendance will be in-line with national average • Persistent absence will be in-line with national average, with the gap between PP and non-PP students closing.

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £50 000

Activity	Estimated Cost	Evidence that supports this approach	Challenge number(s) addressed
<u>Quality First Teaching</u> • Strategies to embed high quality teaching where every teacher is challenged and supported is key to improving their teaching practice, • Lead practitioners are deployed to teach groups with high proportion of PP students and to raise standards of teaching across the academy. • Bespoke support for ECTs/RQTs for improving classroom teaching. • Whole academy curriculum is reviewed, adapted and delivered ensuring ambitious content, appropriate sequencing and retrieval techniques used.	£30000	High-quality teaching EEF Focus Five – a high impact, low-cost response to disadvantage – Teaching	1,2,3,4,5

<u>Literacy Co-ordinator</u> - Improving literacy in all subjects - Staff PD funded on reading strategies - Literacy coordinator PD funding to develop strategic thinking.	£20 000	https://alexquigley.co.uk/supporting-secondary-school-literacy/ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4?ref=alexquigley.co.uk https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1,2,4,5
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Targeted academic support

Budgeted cost: £70 360

Activity	Estimated Cost	Evidence that supports this approach	Challenge number(s) addressed
<u>Careers Advisor and external Connexions support</u> - Tracking students' academic pathways in school as well as post16 destinations - Improving engagement with local businesses and exposure for PP students - Improve aspirations through careers events, industry visits, open day visits	£20 000	https://www.theaccessgroup.com/en-gb/education/software/career-guru/career-guidance-in-schools-what-are-the-challenges-and-benefits 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 Network Partners- Aimhigher West Midlands	3,5,6
<u>1:1 and small group tuition</u> Offering 1:1 tuition to improve outcomes for students in Y11/Y13	£8 000	Reducing class size EEF	1,2
<u>EAL Academic Support Programme</u> Providing an EAL programme to support PP students who have low English comprehension	£360	English as an additional language (EAL) EEF	1,2,3,4,6
<u>Literacy Support</u> - Sparx Reader programme embedded. - Guided reading lessons and interventions - Promotion of reading for pleasure, through librarian and library. - Tutor time reading programme. - Librarian lead reading interventions with targeted students.	£20 000	Improving Literacy in Secondary Schools EEF https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4?ref=alexquigley.co.uk	2,3,4

<u>Reciprocal Reading Programme</u> - Adopting a targeted reciprocal teaching programme for PP pupils - Provide targeted intervention for students needed support with text comprehension and vocabulary gaps.	£11 000	https://pmc.ncbi.nlm.nih.gov/articles/ https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading	2,3,4,5
<u>Revision Resources</u> Purchase of revision resources for all students in Y10, following the KS4 outcomes strategy	£6 000	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1,2,3
<u>Curriculum Trips</u> - Ensure that PP students can access all trips required for their curricula (e.g. History, Geography) - Provide support to PP students for accessing trips that provide academic development (e.g. Poetry live)	£3000	https://nasenjournals.onlinelibrary.wiley.com/doi/full/10.1111/1471-3802.12638	3,4
<u>Targeted academic support for language development, literacy and numeracy</u> Identify, screen and support students in developing language, literacy and numeracy	£2000	https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support	1,2,5

Wider Strategies

Budgeted cost: £369 840

Activity	Estimated Cost	Evidence that supports this approach	Challenge number(s) addressed
<u>Counselling</u> - Students are offered external counselling services to support SEMH - Barriers to learning and attendance are explored with external agencies. - Families signposted to further support where appropriate	£3 000	https://familywelfare.co.uk/counselling-students-schools/ Supporting children's mental health and wellbeing in the early years Education Endowment Foundation Promoting children and young people's mental health and wellbeing- GOV.UK	3,4,5,6
<u>Breakfast Club</u> All students are provided with a free breakfast.	£3 000	Support for school Breakfast Clubs Kellogg's Magic Breakfast Institute for Fiscal Studies	1,2,3,4,5,6

Staff the breakfast club daily.			
<u>Alternative Provision</u> - Targeted students are supported with alternative provision. - Programmes attended to include attendance, behaviour and SEMH	£100 000	https://progress-education.org.uk/blog/alternative-provision-what-is-it/ The rise of Internal Alternative Provision – what’s working and what’s tough — Alternative Provision Research Network	1,2,3,4,5,6
<u>Learning Support Unit</u> - Providing an inclusive unit to support students access to lessons, wellbeing and SEMH - Internal SEMH interventions for targeted students	£100 000	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 Promoting children and young people's mental health and wellbeing- GOV.UK	1,2,3,4,5,6
<u>Assistant Heads of Year</u> - Five members of staff to support the pastoral wellbeing of students. - Staff support student attendance and communication with parents/wider community	£100 000	https://blog.schoolsandacademiesshow.co.uk/what-is-pastoral-care-in-schools#:~:text=A%20well%2Dstructured%20pastoral%20care,%2C%20anxiety%2C%20and%20behavioral%20issues.	3,4,5,6
<u>Other Extracurricular clubs</u> Trip visit and club funding to support PP students’ engagement and outcomes	£3 000	https://assets.publishing.service.gov.uk/media//An_Unequal_Playing_Field_report.pdf	3,4,5,6
<u>Attendance</u> - Embedding principles of good practice set out in DfE’s Improving School Attendance advice. - Employment of attendance officers to maintain high levels of attendance. - Support, monitor and lower persistent absence of PP students. - Employment of strategic lead for improving attendance of all students, with a focus on PP>	£45 000	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance Understanding the use of Attendance & Family Liaison Officers... EEF	6
<u>KS3 Residential – Bryntiscillo</u> - Enable PP students to attend opportunity to extend their learning beyond the classroom. - Week residential to develop student life skills, relationship building and SEMH	£1 000	Benefits of #BrilliantResidentials- Learning Away	3,4,5

<u>Equipment, stationery and uniform</u> - Students are provided with necessary equipment to overcome access barriers - Uniform is provided to PP students where necessary to improve engagement and attendance.	£2400	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework Research to understand successful approaches to supporting the most academically able disadvantaged pupils	1,2,3,4,5,6,
<u>Rewards and Celebrations</u> - Rewards to encourage high levels of aspiration, achievement and attendance - Celebration events to promote the inclusivity and welcoming atmosphere of the academy	£4 000	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/increasing-pupil-motivation https://educationendowmentfoundation.org.uk/news/eef-blog-incentives-and-education-what-can-we-learn-from-trials-in-schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	1,2,3,4,5,6
<u>Duke of Edinburgh Scheme</u> - Provide access to the DofE scheme for PP students to allow equity of opportunity - Students to develop confidence, resilience and support wellbeing and employability	£2000	https://assets.publishing.service.gov.uk/media//An_Unequal_Playing_Field_report.pdf https://www.dofe.org/do/what/	3,4,5,6
<u>Transport Hardship Fund</u> Support students and families with transport costs to access the academy (includes bus passes)	£1040	Link between attendance and attainment- GOV.UK	6
<u>Wolves Foundation Achievement Programme</u> - Year long programme to support PP students in identified areas of support. - SMEH, Healthy Living, Coaching, Respect programmes run for KS3 students for targeted support.	£5 400	Education & Skills- Wolves Foundation	3,4,5,6

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Budgeted Cost: £478 650

Actual Spend: £478 650

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Teaching (for example, CPD, recruitment and retention)

Spend: £ 72 252.26

Activity/Challenge	Impact of this approach					Actual Spend
High Quality Teaching 23/24 Challenge(s): 1,2,5,6	Overall Outcomes for PP students					£ 36072.26
	Student Group	Average A8 Grade	Average P8 Score	9-5 Basics %	9-4 Basics %	
	PP	3.25	-0.88	21.3	40	
	Non PP	4.13	-0.12	36.8	60.4	
	EBacc subject leads have implemented a trust-wide curriculum at KS3, with appropriate sequencing, powerful knowledge, student application and retrieval points.					
	ECTs have been supported through an instructional coaching model, led by expert teachers and with support from ATT and Ambition Institute. This led to all ECTs passing onto their next stage.					
	Work scrutinities throughout the year show no difference in the work between PP and non-PP students.					
	Lead practitioners in Maths and English taught classes that had a minimum of 41% PP students (academy level). Outcomes in these classes are summarised below:					
	LP Classes	2025 A8	2025 PP A8	2025 non-PP A8	Gap	
	Maths	4.12	3.00	5.11	-2.11	
	English	5.16	4.30	5.50	-1.20	
	The Lead practitioners coached 3 members of staff, ensuring high standards of teaching in subjects across the academy.					
	Lesson drop-in data was collected by weekly learning walks, with trends analysed and shared with subject leads, middle leaders and senior leaders. This fed into the staff PD programme to address development areas and share best practice.					
	Drop-ins and data analysis highlight the embedding of Do Now retrieval and ‘I do, we do, you do modelling’. It shows the need to develop independent practice further.					

	An increased number of staff are studying for National Professional Qualifications, including in Leading Teaching and Leading Teacher Development. Three members of staff are due to complete their LP qualification in November 2025.																									
Literacy Coordinator 23/24 Challenge(s): 1	The Literacy Co-Ordinator and Assistant Principal are due to complete their NPH in Leading Literacy in November 2025. Staff PD has been delivered and has focussed on the embedding of Tier 2/3 vocabulary in lessons. This has been audited, and Training has been delivered for staff and auditing activities have been undertaken. Literacy and reading prominence has continued to increase around the academy (word of the week, reading recommendations, Sparx Reader leaderboards). Sparx Reader completion is increasing, the gap between PP and non-PP students has fallen to 5%. KS3 students made over 12 months progress in their reading ages <table><tr><td colspan="2">Sept 2024</td><td colspan="2">June 2025</td><td colspan="2">Sept 2025</td></tr><tr><td colspan="2">10.6 ('24 starters)</td><td>11 10.6 ('24 starters)</td><td>+6</td><td colspan="2">11.2 ('25 starters)</td></tr><tr><td>11.5 ('23 starters)</td><td>+5</td><td>12 ('23 starters)</td><td>+7</td><td>11.8 10.6 ('24 starters)</td><td>+8</td></tr><tr><td>12.4 ('22 starters)</td><td>+2</td><td>12.8 ('22 starters)</td><td>+4</td><td>12.8 ('23 starters)</td><td>+8</td></tr></table>	Sept 2024		June 2025		Sept 2025		10.6 ('24 starters)		11 10.6 ('24 starters)	+6	11.2 ('25 starters)		11.5 ('23 starters)	+5	12 ('23 starters)	+7	11.8 10.6 ('24 starters)	+8	12.4 ('22 starters)	+2	12.8 ('22 starters)	+4	12.8 ('23 starters)	+8	£30,000
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Careers Advisor 23/24 Challenge(s): 3,4,5,6	All Y11 students were given independent careers advice, PP students took priority. Careers advisor starting L6 Careers qualification in December 2025. Connexions provided support to students including: support with finding and applying for courses, transportation to open events and support post exams and results. Engagement with Unifrog increased, with an increased number of students completing work experience. 5 NEET students – all with contextualised circumstances All PP pupils received independent careers advice. Student voice: “My careers interview helped me realise what courses there were out there for me. I was helped to work out what grades I needed and how to prepare for my interview”	£6,180																								

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

Spend: £ 36 510

Activity	Impact of this approach	Actual Spend																								
Literacy: Reciprocal Literacy Programme 23/24 Challenge(s): 2, 3, 4	Comprehension strategies have been shared with staff and revisited in staff training. Staff voice: “It has been useful to understand how I can support literacy in my subject -it’s not just an English teachers’ job!” Tier 2/3 vocab words are displayed in all Knowledge Organisers and classrooms as word of the week. Literacy programme developed for the inclusion rooms, so that all students are able to access the curriculum. Every KS3 tutor group reads as a class every week, developing reading and oracy skills. This is reflected in the Sparx reader completion increases and he improvement in reading ages. Student voice: “Since starting with Sparx Reader, I feel more confident understanding writing in other lessons” KS3 students made over 12 months progress in their reading ages <table><tr><td colspan="2">Sept 2024</td><td colspan="2">June 2025</td><td colspan="2">Sept 2025</td></tr><tr><td colspan="2">10.6 ('24 starters)</td><td>11 10.6 ('24 starters)</td><td>+6</td><td colspan="2">11.2 ('25 starters)</td></tr><tr><td>11.5 ('23 starters)</td><td>+5</td><td>12 ('23 starters)</td><td>+7</td><td>11.8 10.6 ('24 starters)</td><td>+8</td></tr><tr><td>12.4 ('22 starters)</td><td>+2</td><td>12.8 ('22 starters)</td><td>+4</td><td>12.8 ('23 starters)</td><td>+8</td></tr></table>	Sept 2024		June 2025		Sept 2025		10.6 ('24 starters)		11 10.6 ('24 starters)	+6	11.2 ('25 starters)		11.5 ('23 starters)	+5	12 ('23 starters)	+7	11.8 10.6 ('24 starters)	+8	12.4 ('22 starters)	+2	12.8 ('22 starters)	+4	12.8 ('23 starters)	+8	£15,000
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Librarian and Library 23/24 Challenge(s): 2, 3, 4	Reading ages continue to improve, Y7 increased by 14 months and Y8 15 months (September 24- September 25). Sparx Reader completion is increasing, the gap between PP and non-PP students has fallen to 5%. KS3 students made over 12 months progress in their reading ages <table><tr><td colspan="2">Sept 2024</td><td colspan="2">June 2025</td><td colspan="2">Sept 2025</td></tr><tr><td colspan="2">10.6 ('24 starters)</td><td>11 10.6 ('24 starters)</td><td>+6</td><td colspan="2">11.2 ('25 starters)</td></tr><tr><td>11.5 ('23 starters)</td><td>+5</td><td>12 ('23 starters)</td><td>+7</td><td>11.8 10.6 ('24 starters)</td><td>+8</td></tr><tr><td>12.4 ('22 starters)</td><td>+2</td><td>12.8 ('22 starters)</td><td>+4</td><td>12.8 ('23 starters)</td><td>+8</td></tr></table> Engagement with Sparx is increasing across all KS3 years (46% weekly), this continues to grow as the programme is embedded. An increased number of free trips have increased (Book awards, author meetings), with minimum of 50% PP for each trip.	Sept 2024		June 2025		Sept 2025		10.6 ('24 starters)		11 10.6 ('24 starters)	+6	11.2 ('25 starters)		11.5 ('23 starters)	+5	12 ('23 starters)	+7	11.8 10.6 ('24 starters)	+8	12.4 ('22 starters)	+2	12.8 ('22 starters)	+4	12.8 ('23 starters)	+8	£10 510
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Books and Revision Guides	All Y11 students were provided with bespoke revision packs (including guides and other resources) to develop and consolidate their classroom gained knowledge			£7 000
23/24 Challenge(s):				
1,2,3	2024 Final Results A8	2025 Final Results A8	2025 Final Results P8	
	4	3.8	-0.42	
	Student voice: “I found the revision guides very useful to help me with my exams”			
	Parent voice: “Pool Hayes have been very helpful by providing all of the revision guides as I know they are for the correct exam for my child”			
Targeted academic support for language development, literacy and numeracy	15 students in Y11 were eligible for extra time in their exams. Students were diagnosed through earl response interventions.			£4 000
23/24 Challenge(s):				
1,2,4,5,6		2024 Final Results A8	2025 Final Results A8	
	SEN	3.1	3.10	
	KS3 work scrutinies show good practice of the KMTTM books, identifying support given in lessons.			
	e			
	Staff and student voice indicated improved confidence with literacy/numeracy interventions.			

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

Spend: £ 381 437.70

Activity	Impact of this approach	Actual Spend
Counselling	The school counsellor has seen 24 students, after referrals by FT/HOY.	£4 250
23/24 Challenge(s):	Student voice reports that students feel that the activity has had a positive impact on them (73% state impact in SEMH).	
3,4,5	Student who attended the counsellor improved their attendance by an average 2%.	
	SEMH strategies have been shared and built into the upcoming attendance curriculum.	
	Student voice: <i>"The support has really helped me access school and feel better about my emotions"</i>	
Music school.	4 PP students were fully funded for music lessons for Y11, enabling them to complete Music GCSE.	£5 000
23/24 Challenge(s):	24 students were partially funded for Music lesson at KS3, with 5 fully funded PP students. This enabled the students to perform at whole school events (School festival, Christmas concert, school shows).	
3,4,5		

	<i>Student voice: "The music lessons have helped me improve my performance and get better for my GCSE".</i>																						
Alternate provision supports academic progress as well as SEMH support 23/24 Challenge(s): 1,2,4,5,6	PP students who were at risk of exclusions engaged with Walsall FC "Aspire to achieve" programme. This was not successful as the student behavioural points remained high and the programme is not being renewed. Inclusion manager recruited and ran in-school interventions with students who struggle to manage their emotional regulation. External alternative provision has been successful for 3 PP students who were at risk of PEX and are able to access a curriculum appropriate for their academic and emotional needs.	£122 080																					
Learning Support Unit 23/24 Challenge(s): 1,2,4,5,6	The LSU has supported on average 30 students per month across KS3/KS4, providing a welcoming and inclusive environment to school. Support has been given to students with mobility issues and medical issues to ensure that they can still access the curriculum. Staff in the LSU have been trained as mental health first aiders and offer Time 2 Talk sessions to support students SEMH. This has impacted 23 students in the last year. The LSU has been successful in being a supportive step to students who are returning to school/EBSA students. The support has seen 3 school refusers improve their attendance to over 90%. 3 students who accessed the LSU in Y11 are now continuing their studies in the sixth form Attendance of students within the LSU has also improved in line with the academy increases. <table><tr><td></td><td>22/23</td><td>23/24</td><td>24/25</td></tr><tr><td>Attendance %</td><td>89.6 (90.5 NA)</td><td>87.7 (90.8 NA)</td><td>90.9 (91.4)</td></tr><tr><td>PP Attendance</td><td>86.2</td><td>85.5</td><td>89.8</td></tr></table> <i>Student voice: "I really like the LSU as it has helped me feel more confident and I can be more successful in school"</i> <i>Parent voice: "The work of the LSU staff has been invaluable in supporting my daughter, who suffers from anxiety. She has flourished and is now on track to be a success in her GCSEs as she moves into Y11"</i>		22/23	23/24	24/25	Attendance %	89.6 (90.5 NA)	87.7 (90.8 NA)	90.9 (91.4)	PP Attendance	86.2	85.5	89.8	£100 000									
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Assistant Head of Year 23/24 Challenge(s): 1,2,4,5,6	Behavioural call outs for each year group have decreased due to the support offered by AHOY. <table><tr><td>Negative Behaviour Points (per month)</td><td>23/24</td><td>24/25</td></tr><tr><td>Total</td><td>6 690</td><td>7 553</td></tr><tr><td>Male</td><td>4 172</td><td>5 180</td></tr><tr><td>Female</td><td>2 516</td><td>2 373</td></tr><tr><td>PP</td><td>4 103</td><td>4 708</td></tr><tr><td>SEND</td><td>1 366</td><td>1 864</td></tr><tr><td>EAL</td><td>308</td><td>493</td></tr></table>	Negative Behaviour Points (per month)	23/24	24/25	Total	6 690	7 553	Male	4 172	5 180	Female	2 516	2 373	PP	4 103	4 708	SEND	1 366	1 864	EAL	308	493	£100 000
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	<i>*NB figures are per month due to switching recording process in 23/24 to allow comparison*</i> Positive behavioural incidents have also increased for both PP and non-PP students. <table><tr><td></td><td>23/24</td><td>24/25</td><td>Change</td></tr><tr><td>Positive Behaviour Points (per month)</td><td>98 065</td><td>165 498</td><td>+41%</td></tr></table> <i>*NB figures are per month due to switching recording process in 23/24*</i> PP FTE have decreased as a proportion of overall (68%)		23/24	24/25	Change	Positive Behaviour Points (per month)	98 065	165 498	+41%	
	23/24	24/25	Change							
Positive Behaviour Points (per month)	98 065	165 498	+41%							
Other Extracurricular clubs 23/24 Challenge(s): 3,4	PP funding given to educational trips, allowing GCSE PP students to attend field work components of courses. Updated extra curricula programme was published, including new clubs, such as Foreign Film Club Student uptake increased with approximately 34% of students engaging with an extracurricular club regularly. <i>Student voice: "I really enjoy the choice of clubs I can join at school. Photography club is my favourite as I want to be a photographer"</i>	£ 21 042								
Equipment, uniform and subject stationary 23/24 Challenge(s): 1,2,3,6	Drop-in data shows that students are increasingly equipped at the start of lessons, thereby reducing the amount of learning time lost. Work scrutiny data indicates the proportion of books that are well presented has increased since 23/24. The proportion of PP vs non-PP students are inline with each other. The number of negative points issued for incorrect uniform has increased for PP students (-15.7%).	£2925.74								
Rewards & Celebrations 23/24 Challenge(s): 3,4,5,6	Half-termly rewards have been implemented and are linked to the increased attendance and positive behaviour data (See below). Weekly rewards are given from the reward vending machine, with students highlighted in weekly assemblies. Subject rewards issued half termly (38% of recipients are PP) and the first "Pride of Pool Hayes" evening was held in July 2025, with 40% of awards given to PP students. Rewards for 100% attendance have been implemented which has assisted in the attendance figures being more positive this half term. 23% of PP students have achieved an award. Student voice is positive about the rewards culture and linking it to academic progress Student voice: "I know that if I work hard and attend school, I am likely to be rewarded" Student voice: "I like that I can win vouchers and days out for coming to school!" <table><tr><td></td><td>23/24</td><td>24/25</td><td>Change</td></tr><tr><td>Positive Behaviour Points (per month)</td><td>98 065</td><td>165 498</td><td>+41%</td></tr></table>		23/24	24/25	Change	Positive Behaviour Points (per month)	98 065	165 498	+41%	£6 000
	23/24	24/25	Change							
Positive Behaviour Points (per month)	98 065	165 498	+41%							

Attendance: Embedding principles of good practice set out in DfE’s Improving School Attendance advice.	Attendance is increasing for both PP and non- PP students.				£3 140
	22/23	23/24	24/25		
	Attendance %	89.6 (90.5 NA)	87.7 (90.8 NA)	90.9 (91.4)	
	PP Attendance	86.2	85.5	89.8	
23/24 Challenge(s): 6	Persistent absence is decreasing although is still above NA. An attendance curriculum has been designed and is being implemented in Y7-11 to improve attendance further.				£15 000
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	All attendance systems are in-line with the DfEs guidance, with the attendance team trained in EBSA and Boxall profiling to identify and remove barriers Weekly student of concern meetings are held with DSL, SENCO, HOY and Attendance lead to provide on strategy for students. Attendance officers complete home visits with guidance of DSL, PP students are prioritised.				
23/24 Challenge(s): 6	Academic leaders are given attendance data to highlight students that require attendance/academic intervention, work with attendance team for working with PA students				
Duke of Edinburgh Scheme	13 students completed their Bronze DofE course, an increase of 5% on 23/24.				
23/24 Challenge(s): 3	PP students (45%) were given the cost of the course to improve accessibility and remove barrier to engagement. The programme is being run again in 24/25, with the aim of increasing the proportion of PP students to 50%. <i>Student voice: “I was able to complete my DofE because of school helping with the cost. I have been able to go on the expedition and hope to complete my silver next”</i>				£2 000

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 Reader	Sparx Schools
Sparx Science	Sparx Schools
Seneca	Seneca Learning
Aspire to Achieve	Walsall FC
Unifrog	Unifrog