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	1162
Proportion (%) of pupil premium eligible pupils	43.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/2025 2025/2026 2026/2027
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Lisa Macey (Principal)
Governor / Trustee lead	

Funding overview

Detail	
Pupil premium funding allocation this academic year	£530 200
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	£530 200

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 are 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 are 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 and 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. The Maths and English attainment of PP students is lower than that of non- PP students at GCSE, whilst 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.
2. 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.
3. Low aspirations and cultural barriers	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. PP students are also less likely to engage with enrichment activities due to cost implications.

4. 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.
5. 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.
6. SEND PP	SEND PP students are shown be 'double disadvantaged.' SEND PP students achieve outcomes below those of non-PP SEND students and are more at risk of becoming NEETs.

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. Progress in Maths and English 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. • KS3 reading tests demonstrate improved fluency and comprehension skills among disadvantaged pupils and will be in line or above their chronological age.
2. Deprivation PP students can overcome socio-economic and emotional barriers and engage fully with academy life. This leads to higher aspirations, improved attitude to learning and better outcomes.	• Internal data tracking shows that PP students engage with enrichment activities at the same level 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 can articulate the support in place to support PP students access the curriculum. • Breakfast club, afterschool clubs, and trips are accessible to all PP students. • PP students are proportionally represented in rewards.
3. Low aspirations and cultural barriers PP students are exposed to the same aspirational/well being opportunities as non-PP students and engage without barriers.	• 95%+ of PP students participate in at least one aspirational activity each year. • PP participation rates are within 5% of non-PP students across enrichment activities. • 90%+ of PP students feel that they can access the same opportunities as their peers • 100% of identified financial barriers are addressed through targeted support. • PP attendance at trips and extracurricular activities increase compared to 24/25. • All PP students are prioritised for support 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.
4. Behaviour and Attitude to Learning	• Internal behaviour data shows that PP students achieve positive and negative behaviour points in line with non-PP students.

PP students' behaviour is as good as non-students across the academy, leading to improved outcomes for 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. • PP students engage with external mentoring programmes to receive behavioural support
5. Attendance 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. • PP PA students engage with external mentoring to improve attendance and resilience.
6. SEND PP Students Outcomes, attendance, and culture is improved for SEND PP students. There is no gap between the educational, behavioural and attendance data between PP and non-PP students across all year groups.	• The attainment gap between SEND PP and non-PP SEND students is reduced to 0% across all year groups. • Attendance for SEND PP students is at least in line with non-PP SEND peers and meets national average. • The proportion of persistent absentees within the SEND PP cohort is reduced to match non-PP SEND students. • Behaviour incidents and suspensions for SEND PP students are in line with or lower than non-PP students in each year group. • Student voice and engagement data show no significant difference in school belonging, participation, and aspirations between SEND PP and non-PP students.

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £53 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching • 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,	High-quality teaching | EEF Focus Five – a high impact, low-cost response to disadvantage – Teaching	1,2,4,5,6

appropriate sequencing and retrieval techniques used. • PD delivered to all staff, with a key focus on adaptive practice and inclusive educational strategies		
Literacy Co-ordinator • Improving literacy in all subjects • Staff PD funded on reading strategies • Literacy coordinator PD funding to develop strategic thinking. • Implementation of Sparx Reader for all students at KS3+KS4	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	1,2,4,5,6

Targeted academic support.

Budgeted cost: £105 460

Activity	Evidence that supports this approach	Challenge number(s) addressed
Careers Advisor and external Connexions support • Provide work experience for Y9/10/12 students – targeting PP students. • Tracking PP students' academic pathways in school as well as post16 destinations • Intervention for PP students at risk of NEET • Improving engagement with local businesses and exposure for PP students • Improve aspirations through careers events, industry visits, open day visits.	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
1:1 and small group tuition • Offering 1:1 tuition to improve outcomes for students in Y11/Y13	Reducing class size | EEF	1,2, 3
EAL Support • Providing an EAL programme (Learning Village) to support PP students who have low English comprehension. • Implementing resources and staff PD to target EAL PP student outcomes.	English as an additional language (EAL) | EEF	1,2,3,4,6

Literacy • Sparx Reader programme embedded. • Bedrock literacy intervention embedded to all KS3/KS4 students. • Guided reading lessons and interventions • Promotion of reading for pleasure • Tutor time reading programme	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
Reciprocal Reading Programme • Adopting a targeted reciprocal teaching programme for PP pupils • Provide targeted intervention for students needed support with text comprehension and vocabulary gaps.	https://pmc.ncbi.nlm.nih.gov/articles/ https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading	2,3,4,5
Revision Resources • Purchase of revision resources for all students in Y10, following the KS4 outcomes strategy	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1,2,3,6
Curriculum Trips • 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)	https://nasenjournals.onlinelibrary.wiley.com/doi/full/10.1111/1471-3802.12638	3,4
Targeted academic support for language development, literacy, and numeracy. • Identify, screen and support students in developing language, literacy, and numeracy	https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support	1,2,5
Inclusion Support • Establish, resource and run inclusion unit for SEND students. • Embed screening and intervention programme to improve outcomes of SEND students, with a focus on PP SEND	Special Education Needs in Mainstream Schools guidance report | Education Endowment Foundation	1,6

Wider Strategies

Budgeted cost: £371 740

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counselling • 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	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
Breakfast Club • All students are provided with a free breakfast. • Staff the breakfast club daily.	Support for school Breakfast Clubs | Kellogg's Magic Breakfast | Institute for Fiscal Studies	1,2,3,4,5,6
Alternative Provision • Targeted students are supported with alternative provision. • Programmes attended included attendance, behaviour, and SEMH strategies.	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
Learning Support Unit • Providing an inclusive unit to support students access to lessons, wellbeing, and SEMH • Internal SEMH interventions for targeted students	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
Assistant Heads of Year • Five members of staff to support the pastoral wellbeing of students. • Staff support student attendance and communication with parents/wider community	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
Other Extracurricular clubs • Trip visit and club funding to support PP students' engagement and outcomes.	https://assets.publishing.service.gov.uk/media//An_Unequal_Playing_Field_report.pdf	3,4,5,6

Attendance • 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>	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance Understanding the use of Attendance & Family Liaison Officers… | EEF	5
KS3 Residentials – Y7 PGL and Bryntysilio • Enable PP students to attend opportunity to extend their learning beyond the classroom. • Week residential to develop student life skills, relationship building and SEMH	Benefits of #BrilliantResidentials- Learning Away	2,3,4,5
Equipment, stationery, and uniform • Students are provided with necessary equipment to overcome access barriers. • Uniform is provided to PP students where necessary to improve engagement and attendance.	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,
Rewards and Celebrations • Rewards to encourage high levels of aspiration, achievement, and attendance. • Celebration events to promote the inclusivity and welcoming atmosphere of the academy	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
Duke of Edinburgh Scheme • Provide access to the DofE scheme for PP students to allow equity of opportunity. • Students to develop confidence, resilience, and support wellbeing and employability.	https://assets.publishing.service.gov.uk/media//An_Unequal_Playing_Field_report.pdf https://www.dofe.org/do/what/	2,3,4,5
Transport Hardship Fund • Support students and families with transport costs to access the academy (includes bus passes)	Link between attendance and attainment- GOV.UK	2,3

Wolves Foundation Achievement Programme • 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. • All PP Y7 will work on transition to secondary schemes in Autumn term	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 2025 to 2026 academic year.

Teaching (for example, CPD, recruitment and retention)

Spend: £ 72 252.26

<table>
<tr><th>Activity/Challenge</th><th>Impact of this approach</th></tr>
<tr><td>High-Quality Teaching

24/25 Challenge(s):

1,2,5,6</td><td>Overall Outcomes for PP students
<table>
<tr><th>Student Group</th><th>Average A8 Grade</th><th>Average P8 Score</th><th>9-5 Basics %</th><th>9-4 Basics %</th></tr>
<tr><td>PP</td><td>3</td><td>-0.95</td><td>12.7</td><td>26.4</td></tr>
<tr><td>Non-PP</td><td>4.07</td><td>-0.35</td><td>30.4</td><td>54.5</td></tr>
</table>
The gap between PP and non-PP students has decreased from 24/25.

EBacc subject leads have embedded 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 scrutinies throughout the year show no difference in the standard 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:
<table>
<tr><th>LP Classes</th><th>2026 A8</th><th>2026 PP A8</th><th>2026 non-PP A8</th><th>Gap</th></tr>
<tr><td>Maths</td><td>4.12</td><td>3.00</td><td>5.11</td><td>-2.11</td></tr>
<tr><td>English</td><td>5.16</td><td>4.30</td><td>5.50</td><td>-1.20</td></tr>
</table>
The Lead practitioners coached six 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 Adaptive teaching strategies, developing modelling methods retrieval and literacy skills. It shows the need to develop adaptive practice further.</td></tr>
</table>

<table>
<tr><td></td><td>An increased number of staff are studying for National Professional Qualifications, including in Leading Teaching and Leading Teacher Development.</td></tr>
<tr><td>Literacy Coordinator

24/25 Challenge(s):

1,6</td><td>The Literacy Co-Ordinator and Assistant Principal completed their NPQ 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 have 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>Sept 2025</td><td></td><td>June 2026</td><td></td></tr>
<tr><td>10.6 (’25 starters)</td><td></td><td>11 10.6 (’25 starters)</td><td>+6 months</td></tr>
<tr><td>11.5 (’24 starters)</td><td>+5 months</td><td>12 (’24 starters)</td><td>+7 months</td></tr>
<tr><td>12.4 (’23 starters)</td><td>+2 months</td><td>12.8 (’23 starters)</td><td>+4 months</td></tr>
</table>
</td></tr>
<tr><td>Careers Advisor

24/25 Challenge(s):

3,4,5,6</td><td>All Y11 students were given independent careers advice; PP students took priority.

Careers advisor commenced 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.

3 NEET students – all with contextualised circumstances

All PP pupils received independent careers advice.

Work experience launched with Y10 and will grow to include Y9 and Y10 in 26/27

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.”</td></tr>
</table>

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

Spend: £ 36 510

<table>
<tr><th>Activity</th><th>Impact of this approach</th></tr>
<tr><td>1:1 and small group tuition – MyTutor

24/25 Challenge(s):

1, 2, 3</td><td>
<table>
<tr><td>Student Group</td><td>Average A8 Grade</td></tr>
<tr><td>Overall, non-PP</td><td>4.07</td></tr>
<tr><td>PP Tuition Group</td><td>4.23</td></tr>
</table>

Students who engaged with 1:1 tuition achieved a higher A8 score than the non-PP average
</td></tr>
<tr><td>Literacy Interventions

24/25 Challenge(s):

2, 3, 4</td><td>
Tiered vocabulary PD has been delivered to all staff; external lesson visits have QA-ed the delivery.

Staff voice: “It has been useful to understand how I can support literacy in my subject -it’s not just an English teachers’ job!”

Literacy programme embedded with Sparx Reader and NGRT reading programmes. Literacy interventions delivered via SEND Inclusion teams.

Engagement with Sparx Reader has increased by 15% compared to 24/25.

EAL literacy programme established, including online programmes, translators, and phonic work.

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.”

An increased number of free trips have increased (Book awards, author meetings), with minimum of 50% PP for each trip.

KS3 students made over 12 months progress in their reading ages.
<table>
<tr><td colspan="2">Sept 2025</td><td colspan="2">June 2026</td></tr>
<tr><td colspan="2">10.6 (’25 starters)</td><td>11 10.6 (‘25 starters)</td><td>+6 months</td></tr>
<tr><td>11.5 (’24 starters)</td><td>+5 months</td><td>12 (’24 starters)</td><td>+7 months</td></tr>
<tr><td>12.4 (’23 starters)</td><td>+2 months</td><td>12.8 (’23 starters)</td><td>+4 months</td></tr>
</table>
</td></tr>
<tr><td>Revision Guides and Student IT Equipment

24/25 Challenge(s):

1,2,3</td><td>
All Y11 students were provided with bespoke revision packs (including guides and other resources) to develop and consolidate their classroom gained knowledge.

<table>
<tr><td>2025 Final Results A8</td><td>2025 Final Results A8</td><td>2025 Final Results P8</td></tr>
<tr><td>3.8</td><td>4.07</td><td>-0.35</td></tr>
</table>

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”
</td></tr>
</table>

Targeted academic support for language development, literacy and numeracy 24/25 Challenge(s): 1,2,4,5,6	<table><tr><td></td><td>2025 Final Results A8</td><td>2026 Final Results A8</td><td>2025 Final Results P8</td></tr><tr><td>SEN</td><td>3.1</td><td>2.84</td><td>-0.91</td></tr></table> KS3 work scrutinies show good practice of the KMTTM books, identifying support given in lessons. Increased numbers of students were screened for additional support, including YARK and Boxall Profile 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
Counselling 24/25 Challenge(s): 2,3,4,5,6	The school counsellor has seen 26 students, after referrals by FT/HOY. Student voice reports that students feel that the activity has had a positive impact on them (73% state impact in SEMH). Student who attended the counsellor improved their attendance by an average 1.6%. SEMH CPOMS records have decreased compared to 24/25, indicating needs being met. *Student voice: "The support has made it easier for me to come to school and has helped me cope better with my emotions."*
Music school. 24/25 Challenge(s): 3,4,5	4 PP students were fully funded for music lessons for Y11, enabling them to complete Music GCSE. 26 students were partially funded for Music lesson at KS3, with 15 fully funded PP students. This enabled the students to perform at whole school events (School festival, Christmas concert, school shows). *Student voice: "I have always wanted to play an instrument and school have helped me get drum lessons."*
Alternate provision supports academic progress as well as SEMH support. 24/25 Challenge(s): 1,2,4,5,6	Inclusion manager recruited and ran in-school interventions with students who struggle to manage their emotional regulation. External alternative provision has been successful for 4 PP students who were at risk of PEX and are able to access a curriculum appropriate for their academic and emotional needs.

<table>
<tr>
<td>Learning Support Unit

24/25 Challenge(s):

1,2,4,5,6</td>
<td>The LSU has supported on average 32 students per month (52% PP) 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 21 PP 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 4 school refusers improve their attendance to over 90%.

2 PP 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>23/24</td><td>24/25</td><td>25/26</td></tr>
<tr><td>PP Attendance</td><td>85.5</td><td>89.8</td><td>89.9</td></tr>
</table>

Student voice: ““The LSU has helped me come out of my shell, feel more confident, and be more successful in my lessons.”

Parent voice: “The support from the LSU has made a real difference to my daughter. She has grown in confidence, is happier in school, and is now feeling confident in accessing work towards her GCSEs in Year 11.”</td>
</tr>
<tr>
<td>Assistant Head of Year

24/25 Challenge(s):

1,4,5,6</td>
<td>Behavioural call outs for PP students in each year group have decreased due to the support offered by AHOY.

<table>
<tr><td>Negative Behaviour Points (per month)</td><td>24/25</td><td>25/26</td></tr>
<tr><td>PP</td><td>4 708</td><td>4 339</td></tr>
</table>

Positive behavioural incidents have also increased for both PP and non-PP students.

<table>
<tr><td></td><td>24/25</td><td>25/26</td></tr>
<tr><td>Positive Behaviour Points (per month) (PP students)</td><td>66 199</td><td>72 078</td></tr>
</table>

PP FTE have decreased by 7% compared to 24/25.</td>
</tr>
<tr>
<td>Other Extracurricular clubs

24/25 Challenge(s):

3,4</td>
<td>PP funding given to educational trips (History, Geography, Drama) allowing GCSE PP students to attend field work components of courses.

Targeted financial support has been given to PP students to allow access to opportunities including the Athens trip, Poetry Live trip, and Sports fixtures.

For the Wizard of Oz drama production, 45% of the cast were PP. This represented 4% of the entire academy. PP attendance rate for extra curricula trips is 79%.

Student voice: “Without support, I wouldn’t have been able to go on my first abroad trip and use the skills in my GCSE drama”</td>
</tr>
</table>

<table>
<tr><td>Equipment, uniform, and subject stationary

24/25 Challenge(s):

1,2,3,6</td><td>All Y7 and Y8 students are provided with a fully stocked pencil case to aid engagement and access to lessons.

Work scrutiny data indicates the proportion of books that are well presented has increased since 24/25. The proportion of PP vs non-PP students are in line with each other.

Uniform has been provided to identified PP families to ensure inclusion.

PE kits have been provided through targeted support to identified PP families to increase engagement in lesson and fixtures.

The number of negative points issued for incorrect uniform has decreased for PP students (-15.7%).</td></tr>
<tr><td>Rewards & Celebrations

24/25 Challenge(s):

2,3,4,5</td><td>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.

Weekly raffle tickets awarded to students with 100% or 50+ positive points. Half termly raffle held, (52% of winners are PP).

Whole year group attendance rewards held half termly.

Subject rewards issued half termly (41% of recipients are PP) and the “Pride of Pool Hayes” evening was held in July 2026, with 42% of awards given to PP students.

Rewards for 100% attendance have been developed which has assisted in the attendance figures being more positive this half term. 28% 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 football tickets out for coming to school!”

<table><tr><td></td><td>24/25</td><td>25/26</td><td>Change</td></tr><tr><td>Positive Behaviour Points (per month)</td><td>165 498</td><td>231 301</td><td>+39.8%</td></tr></table></td></tr>
<tr><td>Attendance: Embedding principles of good practice set out in DfE’s Improving School Attendance advice.

24/25 Challenge(s):

6</td><td>Attendance decreased slightly for both PP and non- PP students compared to 24/25.
<table><tr><td></td><td>24/25</td><td>25/26</td></tr><tr><td>Attendance %</td><td>90.9</td><td>90.4</td></tr><tr><td>PP Attendance</td><td>89.8</td><td>88.7</td></tr></table>
Persistent absence for PP students is decreasing although is still above NA.

DfE attendance bands show significant growth in 90%+ bands for PP students (+77 students) and a decrease in the SPA bands (-13 students).
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. PP students are prioritised.

Attendance officers complete home visits with guidance of DSL, PP students are prioritised.

Academic leaders are given attendance data to highlight students that require attendance/academic intervention, work with attendance team for collaborating with PA students.</td></tr>
<tr><td>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

24/25 Challenge(s):</td><td></td></tr>
</table>

5	An attendance curriculum has been embedding in Y7-11 to improve attendance further by focussing on resilience strategies.
Duke of Edinburgh Scheme 24/25 Challenge(s): 2,3	15 students completed their Bronze DofE course, an increase of 7% on 24/25. PP students (43%) were given the cost of the course to improve accessibility and remove barrier to engagement. The programme is being run again in 25/26, with the aim of increasing the proportion of PP students to 50%. *Student voice: "The school's help with the cost of DofE meant that I was able to complete the award and take part in the expedition. It was a great experience, and I am hoping to complete my Silver Award next."*
Wolves FC Foundation Mentoring 24/25 Challenge(s): 2,3, 4, 5	150 PP students have engaged with small group mentoring led by Wolves FC Foundation since January 2026. Average attendance of cohort 1 students increased by 1.1%, with an increase 20% of students at 95%. 70% of students reported improvement in their SEMH strategies.

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
Premiere League Inspires	Wolverhampton Wanderers FC
My Tutor	My Tutor
Unifrog	Unifrog
Learning Village	Learning Village
Widget	Widget
A Star Attendance	A Star Attendance