

## Pupil premium strategy statement 2022-23

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

| Detail  | Data                                   |
|---|--|
| School name   | Poolhayes Academy                      |
| Number of pupils in school  | 1083 (994 exc. 6 <sup>th</sup> form)   |
| Proportion (%) of pupil premium eligible pupils   | 40.44% (Y7-Y11)                        |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021/2022 to 2024/2025                 |
| Date this statement was published   | December 2021                          |
| Date on which it will be reviewed   | July 2021                              |
| Statement authorised by   | A. Lawrence<br>(Acting Principal)      |
| Pupil premium lead  | C. Barton-Blake<br>Assistant Principal |
| Governor / Trustee lead   | Jess Schulman                          |

### Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £351,371 |
| Recovery premium funding allocation this academic year  | £61,317  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | 0        |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £412,690 |

## Contextual/Additional information:

Pool Hayes Academy is an 11-18 academy of 1090 students.

We are an inclusive academy. Currently 8.80% of our students have been identified at having special educational and additional needs, with 94 students at SEN support stage.

Our Special Educational Needs register is split into four main areas with the following number of students identified in each cohort; Cognition & Learning 72 students (overseen by our Lead TA), Communication and Interaction 64 students (overseen by our ARP manager), Social, Emotional and Mental Health 41 students and Sensory and Physical 7 students (overseen by our Graduated Approach Officer).

### **Our IDACI: 6**

The proportion of FSM pupils at 44% is considerably above the national average (2021 IDSR) The percentage of students on an EHC Plan is 2.6% and this is above national average (2021 IDSR)

The majority of pupils are White British and speak English as their first language. Pool Hayes' school location deprivation indicator was in quintile 3 (average) of all schools. However, the pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation (2021 IDSR).

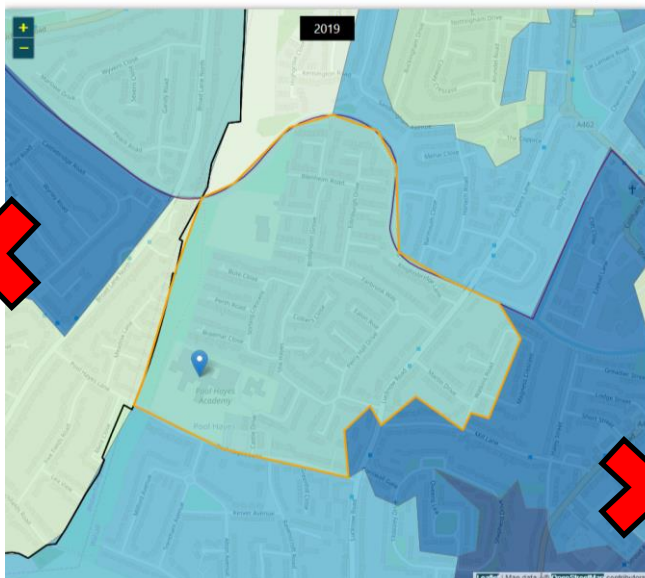
We have 31 students at present whom are supported by an EHCP.

Each SEND student receives one ISP per year to ensure that their needs are met and appropriate targets set. In addition, each EHCP pupil will receive 3 ISP's per year and their annual review. Each student is given baseline assessments prior to their review in order to collect data in regards to their rate of progress and measure the impact of interventions.

We work hard to ensure that we can identify possible special educational needs at the earliest opportunity and have therefore developed an electronic referral process. Staff are able to raise concerns around a pupil which allows us to record and track this progression as part of our graduated approach. Our referral process ensures that we meet regularly to discuss any pupils brought to the attention of the SEND team and allows for baseline assessments to take place.

We offer a robust transition plan for all students joining us in Year 7 and work very closely with our primary feeder schools to ensure that our comprehensive transition pack is completed fully, to ensure that we have an awareness of new students joining our school community, to aid staff in lesson planning and to give our team a firm base on which to develop interventions.

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



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

# Part A: Pupil premium strategy plan

## Statement of intent

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

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

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

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

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

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

### **The Three Keys to Our Curriculum:**

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

### **Academy Transformation Trust's Statement of Intent**

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

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

## Challenges

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

Common barriers to learning for disadvantaged pupils may include:

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

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

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

| Challenge number  | Detail of challenge  |
|---|--|
| <p>1</p> <p><b>Progress in Maths.</b></p>   | <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>   |
| <p>2</p> <p><b>Progress in English.</b></p> <p>Improved reading comprehension among disadvantaged pupils across KS3.</p>                  | <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> <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> |
| <p>3.</p> <p><b>Deprivation</b></p> <p>Limited knowledge of social and cultural capital:</p>  | <p>To give all pupils equal access to the enrichment and skills development opportunity.</p> <p>Affordable uniform with financial support available to PP learners.</p> <p>Equipment, such as stationery, GCSE subject specific equipment provided to PP learners where needed.</p> <p>PP parents are aware that they have access to financial support to assist with purchasing equipment and resources.</p> <p>Tutor equipment checks to show that PP learners are equipped for the school day in line with Non-PP learners.</p> <p>Teaching staff are quick to liaise with PP leads to ensure that any lack of equipment is quickly resolved.</p> <p>PP learners access breakfast club, music school, Duke of Edinburgh, career and Aim High events.</p>  |
| <p>4</p> <p><b>Aspirations</b></p> <p>Extracurricular Pupil Premium learners are fully engaged and participating in the school's rich</p> | <p>Low aspirations and self-esteem for a number of pupil premium pupils across all year groups is having a detrimental impact on their academic progress.</p> <p>Internal quality assurance suggests that disadvantaged pupils lack resilience and self-regulation strategies when faced with challenging tasks. This is having an adverse effect in terms of the achievement at secondary school but also in terms of their post 16 choices.</p> <p>Prioritised places are available on trips for PP learners to ensure fair access. Monitoring of extra-curricular activity attendance to show that at least 40% of attendees are PP.</p> <p>Activity leads are aware of the need to promote PP attendance and promote/invite/ prioritise PP learners.</p>   |

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

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome  | Success criteria  |
|---|---|
| <p>1.</p> <p><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.</p> <p>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 inclass 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.</p> <ul style="list-style-type: none"> <li>• Pupil Premium student voice regarding welfare is positive.</li> <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> </ul> <ul style="list-style-type: none"> <li>• Provide a Learning support unit.<br/>Primarily supports vulnerable students. Providing a nurturing environment, supporting students with a number of issues including poor mental health.<br/>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

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

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

**Budgeted cost: £335,335**

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

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|---|--|----------------|
| <p><u>Literacy Co-ordinator</u></p> <p>Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p> <p>We will fund professional development and a literacy co-ordinator focussed on each teacher's subject area.</p>  | <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><a href="#">word-gap.pdf (oup.com.cn)</a></p>   | <p>2, 4</p>    |
| <p><b>Learning Support Unit</b></p>   | <p>Provide a Learning support unit.</p> <p>Primarily supports vulnerable students. Providing a nurturing environment, supporting students with a number of issues including poor mental health.</p> <p>Established reflection and internal exclusion room as well as developing a network of appropriate AP providers</p>  |                |
| <p><b>Assistant Head of Year &amp; Trainee Assistant Head of Year</b></p> <p>4 members of staff</p> <p>Evidence indicates that one to one tuition and support can be effective, delivering approximately five additional months' progress on average. (EEF 2020)</p> <p>Use pastoral behaviour support workers to positively reinforce attitude to learning</p> | <p>EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment.</p> <p>"Interventions may well be one part of an effective Pupil Premium Strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour." Behaviour interventions strategy from the EEF teacher toolkit.</p> | <p>3, 4, 5</p> |

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

**Budgeted cost: 49,400**

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p><b><u>Literacy</u></b></p> <p>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>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>"Our biggest concern will be around identifying gaps in learning so schemes can respond to student need in a student-centered approach. These assessments allow us to do this, as and when our students are ready." Bernadette Kaye, Literacy &amp; Evidence Informed Project Lead, South Shore Academy</p> <p>Regular tracking will enable us to rapidly diminish differences in reading ages of PP pupils.</p> <p>EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions.</p> | <p>2, 4, 5</p>                |
| <p>Librarian and library</p>  | <p>Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others (The Reading Agency 2015)</p>   | <p>2, 3, 4</p>                |
| <p>Accelerated Reader embedded across KS3 to increase reading for pleasure and to ensure that reading age gaps are quickly diagnosed and closed. Individual reading programme introduced at KS3</p>                 | <p>To facilitate independent study and engage parental support. EEF suggest +8 months progress for metacognition and self-regulation.</p>  | <p>2, 3, 4</p>                |
| <p>Books and revision guides provided to students as part of year 11 strategy.</p>  | <p>DFE (2015) Research to understand successful approaches to support most able academically disadvantaged pupils "Removing financial barriers reduces stress... promotes the feeling of being care for... supports adult aspirations... allows curriculum engagement"</p>   | <p>2,3,5,6</p>                |
| <p>Duke of Edinburgh</p>  | <p>Duke of Edinburgh. Provide enriching experiences and gain new life skills. Pupil progression increased- pushing personal boundaries, gaining new life skills and enhancing their CVs and Post applications "Young people make positive changes to their lives and communities by participating in the Award". <a href="https://www.dukeofed.org/ourimpact">https://www.dukeofed.org/ourimpact</a></p>   | <p>2, 3, 4, 5</p>             |

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| <p>All pupils who provide an up-to-date assessment of Dyslexia, or a diagnosis of Dyspraxia or AD(H)D are eligible for extra time in timed tests and exams with a substantial amount of reading or writing.</p> <p>Support from external agencies A speech and Language therapist (weekly) to support pupils and accelerate those requiring</p> <p>Education, Health and Care Plans. North Star Inclusion Advisory Team</p> | <p>EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions.</p>  | <p>1,4, 5, 6</p> |
| <p><b>Speech and Language Therapist.</b></p> <p>To screen all children on entry and bespoke programmes are put in place.</p>  | <p>Weak Language and Communication skills. Most children are unlikely to have the breadth of vocabulary that reflects their experiences on entry to KS3.</p>  | <p>1,4, 5, 6</p> |
| <p><b><u>The Brilliant Club-</u></b> support state schools in improving both the academic outcomes and future aspirations of their More Able pupils from under-represented backgrounds</p> <p>PhD students work with PP learners at KS4 to raise ambitions and understanding of university learning and life.</p>   | <p>Linked to the Gatsby Benchmark number 7: Encounters with further and higher education</p>  | <p>3, 4</p>      |
| <p><b><u>Music school.</u></b></p> <p>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.</p>  | <p>To give equal opportunities to all to allow for students to contribute to a broad array of performing opportunities within the academy.</p> <p>“Schools to expand their cultural offer through Pupil Premium, so that all pupils can take part – particularly disadvantaged or struggling children”. <a href="https://www.teachwire.net/news/disadvantagedpupils-need-more-arts-education-not-less">https://www.teachwire.net/news/disadvantagedpupils-need-more-arts-education-not-less</a></p> | <p>3, 4</p>      |

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| <p><b><u>DT Food Ingredients</u></b></p>   | <p>Supporting students with their food costs for DT to access the full curriculum and allowed for greater opportunity to gain the higher grades in DT GCSE assessments.</p> <p>For KS3 the students have access to learning and not been disadvantaged by not having ingredients.</p> <p>Pay for pupils' ingredients... because it is "hard for parents to buy ingredients in one-portion quantities", and to "stigma" for children whose parents "struggle to afford them"</p> <p><a href="https://schoolsweek.co.uk/national-food-strategythe-recommendations-for-schools/">https://schoolsweek.co.uk/national-food-strategythe-recommendations-for-schools/</a></p> | <p>4</p>             |
|  |  |                      |
| <p><b><u>National Tutoring Programme</u></b></p> <p>to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://www.eef.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://www.eef.org.uk/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>  | <p>1, 2, 3, 4, 5</p> |

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

Budgeted cost: £28,000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p><b>Breakfast club,</b><br/>To support attendance and punctuality</p>   | <p>Students who arrived to school from 8.00 onwards are provided with free breakfast.</p> <p>All students were in an effective physical state are able to access their learning.</p>   | 4,6                           |
| <p><b>Alternate provision</b> supports academic progress as well as SEMH support.</p>   | <p>PP students are 4X more likely to be excluded (Peter Humphries Senior HMI Sec Ed Pupil Premium Conference: 23/3/2018) Keeping them in alternate provision and shaping the curriculum to meet their needs will avoid this.</p>   | 5, 6                          |
| <p><b><u>Behaviour</u></b><br/><b><u>In- Power (Behavioural strategies)</u></b></p> <p>A mentor young people from derived backgrounds, young people who struggle with distractions at school. Always focused on the becoming the best they can be.</p> <p>Inpower offer many group sessions, such as Unbreakables, Grounded and female only groups.</p> | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p> <p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities.</p>        | 2, 3, 4, 5                    |
| <p><b><u>Behaviour</u></b></p> <p>Offer consistency through a whole school behaviour policy.</p> <p><b><u>Class Charts</u></b></p>  | <p>Creates a purposeful learning environment for all students. Clear expectations and boundaries for students. EEF Supporting Behaviour in Schools Guidance</p>  | 5                             |
|   |  |                               |
| <p><b>Other Extra-curricular clubs</b></p>  | <p>“Findings from previous research suggest extra-curricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). We found from our analysis that extracurricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling.” Social Mobility Commission research.</p> | 3, 4, 5                       |

|   |   |                   |
|---|---|-------------------|
| <p><b><u>Equipment, uniform and subject stationary</u></b></p> <p>Students will be provided with all necessary equipment on the first day to ensure a prompt and purposeful start to learning.</p>  | <p><a href="https://schoolsweek.co.uk/remote-education-laptops-roll-out-vital-but-pupils-need-pens-and-paper-too/">https://schoolsweek.co.uk/remote-education-laptops-roll-out-vital-but-pupils-need-pens-and-paper-too/</a></p>  | <p>3, 4, 5, 6</p> |
| <p><b><u>Hardship Fund to support students and families.</u></b></p> <p><b><u>Other Support:</u></b></p> <p>Transport support, Alternative provisions, Technology.</p>  | <p>Tracking and monitoring progress to implement interventions effectively.</p> <p>Removing barriers to participation increases attendance.</p>   | <p>3, 4, 5, 6</p> |
| <p>High levels of deprivation resulting in limited knowledge of <b>social and cultural capital:</b></p> <p>Close the social and cultural knowledge gap in KS3 so that there are no gaps by KS4.</p>   | <p>Data to be analysed for impact regularly and revised if necessary. People development focused on effectively closing gaps. PP Coordinator to use whole school and pathways CPD time to share evidence-based research and approaches (from EEF) for staff to apply in the classroom. Personalised teaching in lessons. Curriculum planning- Knowledge Organisers embedded into curriculum in every subject.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teachinglearning-toolkit/one-to-one-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teachinglearning-toolkit/one-to-one-tuition/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teachinglearning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teachinglearning-toolkit/social-and-emotional-learning/</a></p> | <p>3, 4, 6</p>    |
| <p><b>Careers mentoring</b> - Pupil Premium learners prioritised and, where needed, receive additional support.</p>   | <p>The Gatsby Benchmark sets out a framework of eight guidelines about what makes the best careers provision in schools and colleges.</p>   | <p>3, 4</p>       |
|   |   |                   |
| <p><b><u>Attendance</u></b></p> <p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Staff will get training and release time to develop and implement new procedures. Attendance/support officers appointed to improve attendance.</p> | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>   | <p>6</p>          |
| <p><b><u>Attendance</u></b></p>   |   |                   |

|   |  |                   |
|---|--|-------------------|
| <p>Ensure all identified PP students with poor attendance to school have access to key staff including Educational Welfare Officer, Attendance Officer and TLR post-holders/Year Leaders.</p> <p>Barriers to attending school are identified and a personal attendance plan is completed.</p> | <p>A bespoke curriculum package to be established for some learners to engage them back into learning and to give aspirations for future success.</p>  | <p>3, 4, 5, 6</p> |
| <p><b><u>Attendance</u></b></p> <p>Improve attendance to national expectations. Staff used to undertake home visits for students who are not attending school in order to support them getting back to school.</p>  | <p>Senior leader to ensure there is a regular review of progress and attainment and that attendance is in-line with the national average. Deployment of a home academy Attendance Officer. Attendance apprentice. Use of class charts provisions to identify areas where key students/vulnerable groups are a concern. Home visits for vulnerable families. Attendance mentor-persistent absentees. Monitor and tracked support.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf</a></p> <p><a href="http://www.suttontrust.com/researchpaper/life-lessons/">http://www.suttontrust.com/researchpaper/life-lessons/</a></p> | <p>4, 5, 6</p>    |
| <p><b><u>Awards incentives.</u></b></p>   | <p>Attendance incentives to raise attendance and lower persistent absences. <a href="https://www.attendanceworks.org/resources/messaging/incentives/">https://www.attendanceworks.org/resources/messaging/incentives/</a></p>  | <p>3, 4, 5, 6</p> |
| <p><b><u>Contingency fund for acute issues.</u></b></p>   | <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>  | <p>All</p>        |



## Part B: Review of outcomes in the previous academic year 2021/2

### Pupil premium strategy outcomes

**This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.**

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

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

| Activity/Challenge  | Impact of this approach   | Actual Spend |
|---|---|--------------|
| <p><b>Staffing.</b></p> <p><b>High quality teaching.</b></p> <p>Relentless focus on high quality teaching where every teacher is challenged and supported is key to improving their teaching practice, including be-spoke support for ECT's/RQT's.</p> <p>To continue to build on the whole school curriculum ensuring that topics are sequenced appropriately, ambitious and that key concepts are fluently implemented in pupils' long term</p> | <p>Tried and tested successful strategies implemented to increase progress in English and the EBacc subjects.</p> <p>Whole school interventions lessons have been put into place throughout the year and this was expanded to include more subjects.</p> <p>Further gains can be made in the lower school with a 5 year approach to reduction in attainment gaps earlier.</p> <p>Quality assurance of Teaching &amp; Learning is closely monitored via Walkthrus of SLT, LP's and HoD.</p> <p>Lead Practitioners have been appointed in the Ebacc subjects to support the quality of education and development of others.</p> <p>A number of staff are undertaking NPQs at present to develop leadership and coaching experience. Will be utilising their experience of these to develop team expertise and effectiveness.</p> <p>Deployment of HLTAs to teach classes that have a high number of PP. Smaller class sizes, particularly in KS4, has ensured that pupils are more focused and receive more one to one time with teachers across all years</p> <p>The performance of disadvantaged pupils varies within departments and there is the opportunity to share best practice during pathways CPD time.</p> |              |

memory using retrieval techniques and strategies.

Ensure there is challenge and pace to all lessons through the consistent application of the Pool Hayes Classroom.

Teaching has much improved across the academy. The introduction and implementation of the Pool Hayes Lesson will address a clear approach to teaching and expectations.

Mentoring structure of year 11 to have disadvantaged students as a priority and possible to continue for disadvantaged students throughout the year.

Implementation of the Knowledge Organisers have been embedded. Quality assurance of Teaching & Learning is closely monitored via Walkthrus of SLT, LP's and HoD. The Walkthru package is being utilised for PD sessions and insets to support coaching of key staff, particularly ECTs.

Afterschool booster and intervention. Swift intervention to ensure pupils are up to national expectations. Most vulnerable students need this added support.

Staffing has remained fairly stable. Work continues on creating the culture and climate.

Basics 9-5 in English and Maths 32.6%

KS5 average grade was B-

| All               | National (2019) | PP    | Non PP | All vs PP |
|-------------------|-----------------|-------|--------|-----------|
| En 4+             | 80.2            | 61.0  | 73.9   | 68.4      |
| En 5+             | 66.0            | 37.8  | 57.7   | 49.2      |
| Ma 4+             | 73.5            | 50.0  | 73.0   | 63.2      |
| Ma 5+             | 54.6            | 28.0  | 46.8   | 38.9      |
| Basics 4+         | 69.3            | 43.9  | 62.2   | 54.4      |
| Basics 5+         | 49.4            | 23.2  | 39.6   | 32.6      |
| EBacc APS         | 4.27            | 3.12  | 3.79   | 3.51      |
| A8                | 49.10           | 37.17 | 44.51  | 41.39     |
| P8                | -               | -0.45 | -0.18  | -0.30     |
| GCSE Grades (7-9) | 15.3            | 6.1   | 6.3    | 6.2       |

**Knowledge organisers**

Created across the curriculum for all year groups, every half term

Knowledge organisers were printed within subjects and issued to students.

The effectiveness of Knowledge Organisers have been shared and discussed with all staff. Staff from all areas created them in line with their schemes of learning so that they were knowledge rich and highlighted the skills required.

|  |  |                 |
|--|--|-----------------|
| <p><b><u>Attendance</u></b><br/>Improve attendance to meet national expectations</p> | <p>Student and families who are identified as requiring support to be given assistance to enable all pupils to access school, resulting in increased attendance and positive behaviour.<br/>Home visits for vulnerable families.<br/>Wider Attendance team trained to deliver daily attendance strategy focusing on first day calling before 10am.<br/>All staff training on attendance, registers and role of form tutor.<br/>An attendance recovery strategy will focus on a daily response to non-attendance, rewards creating a change in culture.</p> <p>The attendance recovery strategy was successfully implemented. Attendance was at 91.3%, with PA at 29.6%</p>   |                 |
| <p><b>Behaviour and attitudes</b></p>  | <p>A team of staff working on a daily basis to provide assertive mentoring and small group tuition to support academic and pastoral challenges and action specific interventions to raise student achievement in under-performing subjects.</p> <p>All staff received PD on consequence and reward systems.<br/>The Pool Hayes Classroom is providing a consistent and clear set of expectations for all students for each lesson</p> <p>There are a wealth of extra-curricular activities and an enrichment programme on Wednesday afternoons.</p> <p>Class charts database used across the Academy by all staff.<br/>Behaviour data – identify key headline data to be shared with form tutors every</p> <p>HoY to be given weekly and half-termly data to analyse and action</p> <p>Class chart app emailed out to all parents.</p> |                 |
| <p><b><u>Learning Support Team (mental health).</u></b></p>                          | <p>Provide a Learning support unit.</p> <p>Primarily supports vulnerable students. Providing a nurturing environment, supporting students with a number of issues including poor mental health.</p>  |                 |
|  |  | <p>£353,600</p> |

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

| Activity   | Impact of this approach  | Actual Spend  |
|--|--|---------------|
| <p><b><u>Accelerated Learner co-ordinator</u></b></p>  | <p>Individual reading programme now embedded across Y7-8 Accelerated Reader - A reading support programme designed to cultivate, track and improve student reading. Helps students grow with their reading comprehension and vocabulary skills. All KS3 students have a reading book each day, there are weekly library lessons during English.</p> <p>Small group English intervention taking place to support our weakest readers. Our weakest readers have been targeted in small groups to focus specifically on raising reading and comprehension. Data shows accelerated progress from primary school.</p> | <p>£9,000</p> |
| <p><b><u>Books and revision guides</u></b> provided to students as part of year 11 strategy.</p>   | <p>All Yr 11 received all revision resources.</p>  | <p>£4,000</p> |
| <p><b><u>Music school.</u></b></p> <p>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.</p> | <p>These lessons re-commenced in the Autumn term successfully with a number of students progressing through the graded music examinations process.</p>   | <p>£4,000</p> |
| <p><b><u>Brilliant Club</u></b></p> <p>PhD students work with PP learners at KS4 to raise ambitions and understanding of university learning and life</p>  | <p>Students <b>were graded a degree level assessment</b> award ranging from a pass to a 2:2.</p> <p><b>The Brilliant Club-</b> supported in improving both the academic outcomes and future aspirations of the more able pupils from under-represented backgrounds. 12 students took part over a term. The Scholars Programme placed a PhD tutor within the academy to deliver a university-style tutorials based on their own research. The programme was accompanied by two trips to competitive universities which will take place later in the Autumn term.</p>  | <p>£1,500</p> |

|   |  |                |
|---|--|----------------|
| <p><b><u>DT Food Ingredients</u></b></p>  | <p>All students have had access to ingredients and were able to access practical lessons in the technology block. Supporting students with their food costs for DT has enabled them to access the full curriculum and allowed for greater opportunity to gain the higher grades in DT GCSE assessments. For KS3 the students have had access to learning and not been disadvantaged by not having ingredients. This means that the subjects as a GCSE option are readily available to all students</p>                     | <p>£500</p>    |
| <p><b>Speech and Language Therapist.</b></p> <p>To screen all children on entry and bespoke programmes are put in place</p> | <p>Speech and language therapist supports with strategies for students. Every member of the ARP seen once per year (10 students). The reports also support EHCP requests and move to special schools</p> <p>The North Star Inclusion team support screening and gaining diagnosis for children with Dyslexia and also offer strategies to support our students. As with the other external professional agencies their observations and reports provide evidence required for EHCP requests and changes of placements.</p> | <p>£4600</p>   |
|   |  | <p>£31,000</p> |

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

| Activity  | Impact of this approach  | Actual Spend    |
|---|--|-----------------|
| <p><b><u>Breakfast club</u></b></p> <p>To support attendance and punctuality</p>  | <p>Students who arrived to school from 8.00 onwards were provided with free breakfast.</p> <p>There was a strong take up of this initiative which ensured that all students were in an effective physical state to be able to access their learning but also saw an improvement in social skills We will continue with this initiative in 2022/2023 and widen to whole school.</p>   | <p>£500</p>     |
| <p><b><u>Attendance / Rewards</u></b></p> <p>To raise attendance and lower persistent absences.</p>                     | <p>Students successfully took part in the 25 day attendance challenge at each half term leading to sustained attendance.</p>   | <p>£3000</p>    |
| <p><b><u>Inpower behavioural group.</u></b></p> <p>(Behavioural interventional strategies)</p>                          | <p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities.</p>   | <p>£5500</p>    |
| <p><b>Careers mentoring -</b><br/>Pupil Premium learners prioritised and, where needed, receive additional support.</p> | <p>Careers guidance continues using the Gadsby benchmarks and are externally supported.</p> <p>70% of 2022 cohort have moved onto university, college or apprenticeships. 11% of the cohort have gone to a Russell group university. 3 students have moved onto apprenticeships with 1 student being offered a level 4 apprenticeship with Jaguar Landrover and Warwick University.</p> <p>Russell group universities are advertised in Sixth Form. There is a clear presence around the Sixth Form Centre for aspiration and applying to Russell group universities via posters and presentations.</p> <p>Gaining new skills and enhancing their CVs and application into Post 16s ventures and institutions. Continue implementing face-to-face.</p> <p>Our Health and Wellbeing Curriculum now has SH and SV embedded in the curriculum. Assemblies and staff training have helped to increase the confidence in reporting.</p> | <p>Staffing</p> |

|   |   |                |
|---|---|----------------|
| <p><b>Other Extra-curricular clubs/DoE and trip support</b></p>   | <p>SEN Extra Curricular Activities, links with Wolves and West Brom. Relaunching of extracurricular and house system post COVID.</p> <p>Extra-Curricular activities have begun again. There are several groups ranging from sports clubs (Football, Netball &amp; Rounders) Eco club, Art Club. All safeguarding compliant. Parental consent obtained and detailed spreadsheet completed for all activities offered before or after school hours.</p> <p>New Careers lead appointed</p> <p>Careers guidance continues using the Gadsby benchmarks and are externally supported.</p> <p>Students have been offered a range of opportunities such as the brilliant club for Year 9 students concluding with a visit to Oxford University for the graduation. Year 12 students completed WEX in July 2022.</p> | <p>£1,000</p>  |
| <p><b><u>Hardship Fund</u></b></p> <p>To support students and families with being able to access academy and meet our high standards. Students meet the high uniform standards and whole school expectations within the school.</p> | <p>No student at any point went without correct uniform with the full range of uniform including socks, shoes etc. being provided where needed. As a result, all students felt inclusive nature of the academy.</p> <p>Students meet the high uniform standards and whole school expectations within the school. Continue implementing approach.</p>  | <p>£2,400</p>  |
|   |   | <p>£16,400</p> |

### 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 |
|-------------------------------|----------|
| Unbreakables behavioural Team | Inpower  |
|                               |          |

### Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure  | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year?    | NA      |
| What was the impact of that spending on service pupil premium eligible pupils? | NA      |

### Externally provided programmes

| Programme                   | Provider           |
|-----------------------------|--------------------|
| Scholars Programme          | The Brilliant Club |
| National Tutoring Programme | NTP                |

### Service pupil premium funding (NA)

| Measure  | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year?    | NA      |
| What was the impact of that spending on service pupil premium eligible pupils? | NA      |