

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) 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	Hayes School
Number of pupils in school	1249 (7-11)
Proportion (%) of pupil premium eligible pupils	156 (12.5%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 – 2026
Date this statement was published	31.12.2025
Date on which it will be reviewed	30.08.2026
Statement authorised by	Rob Hitch
Pupil premium lead	Dan Hazlehurst
Governor / Trustee lead	Lily Marriott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£135,450
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£135,450

Part A: Pupil premium strategy plan

Statement of intent

Our aim at Hayes School is to provide all students with the opportunity to achieve their potential. We employ strategies and interventions which seek to remove barriers which can be caused by personal circumstances or gaps in their learning. We also recognise that the most effective way in which we may accelerate the progress of our disadvantaged students is by investing within our classrooms and the skill of our teachers. In line with the Pupil Premium funding rules, we can utilise the funding to support all our vulnerable students, not only those who are in receipt of Free School Meals, or previously/currently looked after by a Local authority.

Common barriers to learning for educationally disadvantaged pupils include:

- Less support at home, less self-efficacy and potentially less belief in education.
- Weaker language and literacy attainment (on entry to Secondary school).
- A lack of confidence
- A greater degree of difficulty in regulating their behaviour
- Worse attendance and a poorer punctuality.

There may also be complex family situations that prevent children from flourishing. The scope of these challenges are often enormously varied and there is no “one size fits all” plan for support. Indeed, what worked well for one cohort, may not work well for another.

At Hayes School our Pupil Premium Funding is used to meet our 5 key objectives:

- To remove barriers to learning so to ensure educationally disadvantaged students continue to make progress at least in line with, or greater than, national measures of expected progress.
- To accelerate the progress of our disadvantaged learners and raise their attainment further, so as to close the gap with non-disadvantaged learners.
- To support their social and emotional development and in turn enable our students to learn.
- To broaden experiences and widen opportunities for students by ensuring they have access to and are fully engaged in all aspects of Hayes School life.
- To ensure secure and well supported transitions, including progression to future destinations

A key principle for us is that all our teaching, pastoral and support staff understand the challenges of educational disadvantage and they recognise their role in addressing them. Whilst our responsibilities are captured in the strategy laid out below, it is also shown through the hundreds of everyday interactions with each student in lessons, or around school. Seeing everything through the lens of educational disadvantage helps us to gain clarity over the impact that we can all have on all our students, but in particular, our most vulnerable. These principles are characterised by our mission to be *‘Timely, Targeted and Toward Equity’*.

Our intent is also shared amongst our partner schools within the Impact Multi Academy Trust and the actions within this document sit alongside the strategic actions included within our Trust's disadvantaged strategy.

Challenges

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

- PP Pupil mobility is not a major challenge at Hayes School

Challenge number	Detail of challenge
1	Data on suspension rates, behaviour, achievement points and qualitative data from staff and families, outlines that there is a huge degree of inconsistency between each year group, and the pupil premium cohort within that, relating to the personal, economic and social challenges faced by students . This can manifest through difficulties in self-organisation, regulating behaviour and emotional challenges, and has an impact on long term planning and lesson delivery and requires a very dynamic and detailed year group specific and student-level response to the challenges faced.
2	Reflections from staff and families highlight that some of our disadvantaged students have home environments which are less conducive to learning, lack some technology and independent study habits are not as well established. This can manifest in lower rates of homework completion and engagement for our disadvantaged students.
3	Attendance data shows that the average attendance rate is lower for our disadvantaged students and they are often more likely to be recorded as persistent absence (PA).
4	Our internal assessment data and achievement data for disadvantaged students, indicates that our disadvantaged students do not make as much progress as their Non-disadvantaged peers.
5	Our standardised reading assessments, teacher observation and reading data in KS3, illustrates that our disadvantaged students often have weaker literacy and a lower level of reading comprehension . In addition, numeracy development is also lower (KS2 prior attainment) . This is reflected nationally and students in receipt of Pupil Premium are more likely to be word poor in terms of academic vocabulary.

Intended outcomes

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

Intended outcome	Success criteria
Above national average progress and attainment in line with Non-Disadvantaged	80% of Year 11 disadvantaged students achieve basic measures (4+ Eng and Ma) Progress gap between disadvantaged and non-disadvantaged students to have been closed by 2026. Above national average progress and attainment for our disadvantaged learners.
Improved Reading comprehension	Positive achievement for all disadvantaged learners in English Language GCSE Increased NGRT outcomes for KS3 learners.
Pupil Premium learners are punctual, equipped and ready to learn.	Lesson attendance data shows that all disadvantaged learners arrive for lessons on time. Teacher feedback and learning walk data suggests that disadvantaged learners have all the equipment they need to engage in each lesson. Disadvantaged learners are engaging with and completing all homework. Attitude To Learning scores have averaged at least 2 amongst disadvantaged learners, or improvement has been made.
Pupil Premium learners are fully engaged with and participating in the school's rich enrichment offer.	Disadvantaged learners are offered places on every trip. Rates of participation by Pupil Premium learners in our enrichment programme increase. <i>"All pupils, irrespective of background, need to feel included in school life" (M.Rowland, Jan 2022)</i>
Disadvantaged students' rate of attendance is 96% and they are always punctual.	The attendance of disadvantaged learners meets the school target of 96%. Disadvantaged learners are punctual to school. Planned attendance interventions show improvement over time.
Disadvantaged students are fully engaged in lessons	Behaviour data to show that no students are missing lessons due to school sanctions. No organisational concerns noted in student reviews No classwork concerns noted in student reviews. Attitude to Learning scores average 2, or better. Learning Walks and Review data will indicate that disadvantaged students are engaging in lessons.

Wellbeing data shows that disadvantaged students are happy and integrated into lessons where support has previously been in place.

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: £67,725

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure that all students improve their reading comprehension and disciplinary literacy</p> <p>Alongside our Impact MAT partners, we will continue to develop our reading strategy to make use of NGRT and GL exact data to identify and track student competence in reading. Departments will continue to implement strategies to develop the disciplinary literacy of students in their classes.</p>	<p>EEF research recognises 'Reading Comprehension Strategies' as having a very high impact (+7 months) upon student outcomes.</p> <p>Developing disciplinary literacy is a key recommendation in the EEF guidance report on Improving Secondary Literacy</p> <p>There is significant evidence that improving students' reading comprehension and vocabulary skills impacts upon GCSE attainment</p>	2,4,5
<p>Improved use of data to identify barriers arising within classrooms and outside of school</p> <p>We will continue to enhance the ability of staff to identify disadvantaged students and their level of progress and to share contextual knowledge of students, to support learning in classrooms</p>	<p>Testing can provide valuable insight into specific strengths and weaknesses of each child and ensure that they receive targeted academic intervention. Shared knowledge of student context can support teachers' understanding of potential cognitive load for each student, thereby better informing lesson planning and improved adaptive teaching.</p>	1, 2, 3, 4, 5
<p>CPD and Subject Specific CPD programmes are used to develop the pedagogy and subject knowledge of teachers.</p> <p>We will continue to improve the implementation of our inclusive and responsive curriculum, in every classroom.</p>	<p>"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils." <i>EEF guide to the Pupil Premium</i></p> <p>National Foundation for Educational Research (NFER) Research lists high quality teaching for all as 1 of the 7 key strategies to support disadvantaged pupils' achievement. EEF Toolkit lists Feedback (+6 months) as one of the most impactful strategies and</p>	1, 2, 4, 5

	Metacognition and self-regulation (+8 months), as the high-impact strategy.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £33,862.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic Tutoring to support the development of individual, or small groups, of learners in Maths and English	EEF: Targeted small group (+4 months) and one-to-one interventions (+5 months) have the potential for the largest immediate impact on attainment.	4,5
A Learning Mentor will work with key students to better understand the barriers that form a constraint to academic progress. Targeted dissemination of these findings will support teachers in the implementation of an inclusive curriculum	EEF: Targeted small group (+4 months) and one-to-one interventions (+5 months) have the potential for the largest immediate impact on attainment. EEF Toolkit: Social/emotional learning (+3 months).	1, 2, 3, 4, 5
Reading assessments and intervention will develop the comprehension and literacy of students, especially in Key Stage 3. Scrutiny of data, at a Trust level, will inform interventions and accelerate progress of disadvantaged learners.	EEF Toolkit shows one-to-one interventions (+5 months) and oral language interventions having positive impact (+6 months) Internal evidence indicates that previous literacy interventions can improve reading ages.	2, 4, 5

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

Budgeted cost: £33,862.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing practical strategies for use at home. We will share with parents and students a better understanding of how to use metacognition for home-learning, planning independent study and	EEFs guide to 'Working with parents to support children's learning.' Early SPARX data suggests that not all disadvantaged students engage with online platforms that better support reading comprehension and maths.	1, 2, 3, 4, 5

maximising engagement with online platforms		
<p>The wellbeing of Disadvantaged students is an area of focus for key staff.</p> <p>We will better understand the needs of our disadvantaged children and provide targeted support to them through well-being activity in our Personal Development curriculum, our well-being facilities, external agencies, and further improvements to the sharing of student data.</p>	<p>Internal, qualitative responses from pastoral staff indicates that mental health does affect attendance, and a lower attendance rate has been shown (exam data) to have a negative impact upon attainment. The input of the Educational Welfare Officer has been proven to have a positive impact upon student attendance.</p> <p>EEF Toolkit Parental Engagement suggests +4 months progress.</p> <p>The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org).</p> <p>EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p>EEF Toolkit: Social/emotional learning (+3 months).</p>	1, 3
<p>Provide an adequate facility and supervision/support so that disadvantaged students may complete homework.</p>	<p>Internal data indicates that some disadvantaged students have a low rate of homework completion, or independent study.</p> <p>Homework (especially where linked to classwork) has a positive impact on average (+5 months), particularly with pupils in secondary schools.</p>	2, 4, 5

Total budgeted cost: £135,450

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Our commitment to the further development of our teachers and our curriculum remains at the heart of our core CPD and Subject Specific CPD. Our adoption of mixed attainment teaching is now embedded and whole school CPD has focused upon scaffolding to lower prior attainers and Tier 2 vocabulary. In 23-24, this was built upon by additional CPD input from Bennie Kara (EDI) and Peps McCrae (Motivated Teaching). Last year Alex Quigley's key note speech added fresh thinking and impetus to our push to further develop adaptive teaching in our classrooms. We remain committed to the view that mixed attainment teaching benefits our under-resourced learners and supports our belief in an equitable approach to schooling. In school, the pedagogical development led to refinements and specific time to develop faded scaffolding, cognition and meta-cognition and deliberate practice. Heads of Department have diversified their subject curricula, improving student association and engagement with what they are taught in the classroom, whilst SSCPD boosted the subject knowledge of every teacher. We are not complacent and the delivery of high quality teaching remains a core strategic area and will have the biggest impact upon the outcomes of disadvantaged learners. The Lead Teacher team continues to support in driving whole school policy and conducting quality assurance. In addition, they function as T&L coaches for Heads of Department, supporting them in enacting our whole school policies and working with teachers who need extra guidance. The 5 principles of motivated teaching have created a golden thread throughout our pedagogy, as we recognise that we need to engage all students, but particularly those who may be under-resourced, may come from a home that lacks belief in education and would benefit from developing their self-efficacy. Colleagues are able to bid for resources which they believed would support our disadvantaged students in either accessing, or mastering their curriculum. These bids could include subject reading materials, equipment, or excursions which were intrinsic to the completion of the course.

We added 'Future Frontiers' to our stable of wider interventions and 15 Year 10 and 15 Year 11 students were able to benefit from the careers coaching offered. This programme was widely celebrated by students who recognised the advice they received as motivational and clear. In addition, we used the Pupil Premium funding to employ 'Elevate Education, who delivered metacognition workshops, which all of our disadvantaged Year 11 were able to experience. Student feedback was hugely favourable and the time spent with Elevate was well received.

The organisation of students and provision of support for families, all co-ordinated by our learning mentor and often involving Tutors and Achievement Co-ordinators, has also facilitated our PP students being 'ready to learn'. In 2024-25, this was also enriched by our Parents Evening for Year 11 PP students; an evening which allowed Parents to discuss revision methods and the self-regulation by students. We believe that this is a collective effort and therefore, where reports raised concerns, colleagues were encouraged to be resourceful in their solutions. Two funded, qualified counsellors have also been deployed throughout the year (working with 12 disadvantaged students throughout the

year) to encourage and develop the mental health of our disadvantaged students. This wider strategy has often worked well in conjunction with re-integration plans and the wellbeing-hub, supporting improved attendance and engagement in the school community. Further to this, the well-being of students was prioritised through the deployment of our Pastoral Support Managers and the adoption of 'Treehouse' resources, as part of our Personal Development programme. To better the attendance rate, we trialled a reward scheme where all PP students were encouraged to increase their attendance between October half-term and Christmas (typically the worst half-term for attendance). This led to a 39% of students recording 96%+ attendance, plus a further 15% improving attendance against half-term 1.

Families were supported by the continued success of our 'pre-loved' uniform shop, which is advertised through the newsletter and features within conversations between Tutors, or the Learning Mentor, and parents. In addition, engagement with each key stage 4 student's next step was offered through the deployment of our careers advisor, who continues to offer guidance to all our Year 11 PP students, plus guidance meetings with Senior leaders and our Learning mentor. The conversation is occasionally challenging, especially if projected grades suggest that Sixth Forms study may not be in the best interests of the child. Work is still required to keep parents and carers fully informed of the quality and breadth of provision within further education institutions. One vulnerable Year 11 student continued to follow a college pathway (funded by the school) which gave them some motivation for their next step, but also helped them to offer some shape to what their next step could look like. Ultimately, all our year 11 students recorded a destination, with 33% going to college, 45% to Hayes Sixth Form and others remaining at college, leaving the area or starting an apprenticeship. Engagement with careers in Key Stage 3 is achieved chiefly through directed use of Unifrog, and our Careers Fair, which allowed all our disadvantaged students access to a host of employers and pathway providers, plus the aforementioned Future Frontiers programme, which involved careers coaching within a central London setting. Our Pupil Premium Learning Mentor, who worked closely with families requiring extra support throughout the year, mentored 24 students on a regular basis, 14 on an ad hoc basis with a further 3 being supervised on bespoke timetables. Further to that, 11 students were seen 'in response to incidents, or matters of urgency'. These students were from key stages 3 and 4, and also included those who followed a reduced curriculum in Key Stage 4. Additional support was given in Years 7 and 8, where students were supported in accessing enrichment activities (in and out of school) such as music tuition and holiday camps, plus further services, such as careers advisory appointments and laptop loan schemes (with ClaroRead). Within school, 67% of all our disadvantaged students took part in an enrichment activity, whilst this was a growth from 61% the year before, it is really important that we continue to prioritise this. Tutors and Achievement Co-ordinators continue to report that a greater engagement with the school community leads to an improvement in behavior and attitudes to learning, and also supports the cultivation of a sense of belonging. Throughout 2023-24, we worked across Trust to share ideas and problem solve. This relationship also allowed us to benefit from two maths mentors who worked with 17 Year 9, 10 and mainly 11 students throughout the school year.

Academic tuition was given on a one to one, or small group basis in English, through our in-house English mentor. This support was issued through the year and 29 students were mentored, including 11 in Year 11. Of these Year 11s, who were all on the cusp of getting either a 4 or a 5, 7 of them succeeded in meeting their closest basic measure. A focus remains on Maths and we were able to secure Trust-based Maths interventions on a small group basis, 19 students were involved and of the Year 11s, 55% secured their closest basic measure.

Of the 23 disadvantaged students in Year 11 (2025 cohorts), the average A8 score in English was 7.09, in Maths it was also 6.17, whilst the total A8 score was 33.72. Further to this, 21.7% of our disadvantaged students attained 5-9 in English and Maths, and 43.5% attained a 4-9 in English and Maths, which was broadly in-line with our expectations and represented a significant improvement on the same measures for the disadvantaged cohort in Year 11, 2022-23. Our Year 11 disadvantaged cohort was broadly the same as the previous year, but we remain in the position where the impact of few individuals who experienced high levels of instability will disproportionately affect our data. This effect was felt, as the gap between disadvantaged and non-disadvantaged students remains, but remained an improvement from 2022-23. These figures validate and give urgency to our need to ensure that we are sharing student information effectively, and serves to embolden the focus which must not waiver from funding the development of the teachers in our classrooms. As ever, it is important to recognise that every disadvantaged cohort is very different and comparisons made on a year-on-year basis are inconclusive and thereby support the idea that interventions need to be designed to best support each different cohort. In Key Stage 3, the picture for attainment remains strong, but we are aware that students always arrive with an attainment gap, which is shown through our KS2 SATs scores. This year, the Year 9 current grades suggest that there is a base of a third of students who are currently performing at a grade 4 in English and a grade 4 in Maths.

Attendance remains a challenge, as our disadvantaged cohort attended school less regularly than our non-disadvantaged cohort through the 24-25 academic year, although the overall attendance rose from the previous year. The active deployment of our Learning Mentor facilitated some improvement, but illness and managing the instability of some learners within this cohort remain inhibitors to improved attendance. This will remain a focus in 2025-26 and a greater role for teachers and tutors will support further improvement. Attendance can also be supported by participation within the wider community, so as mentioned before, it is pleasing that 67% of our disadvantaged students took part in clubs and more were funded to support them partaking in trips, a quarter held student leadership roles and a number of our year 11 students regularly took advantage of our subject support provision.

The average number of house points was 156 (far better than 23-24 : 40 and 22-23 : 37 pts), with only 15 students registering a negative house points total (up from 23-24: 10 and 22-23 : 8 students). The number of high-level sanctions issued to promote better behaviour (33% 27% of all suspensions and supervisions were issued to disadvantaged students last year) was broadly in line with 22-23. The latter suggests that there may be a lack of cohesion within our community amongst a very small minority of disadvantaged students; indeed these sanctions were only issued to 21 (22 in 22-23) different students (14% of all students entitled to PP funding).

Literacy and reading will become the key mechanism by which we will support improved student outcomes particularly in key stage 3, and the growth in 'library lessons' and the further refinement of the Tutor Reading scheme will supplement the work that has already been delivered through interventions such as Wordshark, reciprocal reading groups, 1:1 intervention and the Catch up programme, with the impact to be measured through IDL literacy and greater accessibility of classwork. We are seeing success within our younger, (far) lower prior attaining in terms of reading ages. In Key Stage 4, we continue to focus upon subject disciplinary literacy, which we know will support learners to access their learning. In 2023-24, we ran, alongside our Trust partners, a new Reading scheme which measured Reading ability (NGRT) at the start and the end of the year; allowed for greater, supervised reading (SPARX Reader) and offered tailored support to the few students who needed it most (Catch up Literacy, DK Phonics). The NGRT and SPARX own assessments both show there is certainly a correlation

between engagement with SPARX Reader and the level of progress being made in terms of expected reading ability at the age of assessment. GL Exact testing will give greater depth of data, so that we may corroborate this improvement, or not. This is done for a second time in Year 9, so the 23_24 Year 7 cohort will receive a final GL Exact assessment in 25_26. Confirming the improvement, 85% of Year 7s who were tested using NGRT and the start and end of the year, made 'expected, higher, or much higher' progress in their reading ability.

Externally provided programmes

Programme	Provider
NGRT	GL Assessment
Duke of Edinburgh – Bronze Award	Duke of Edinburgh Award Scheme
My Tutor Maths tutoring	MyTutor
2 x Revision workshops and Parent sessions.	Elevate Education
Future Frontiers – Year 10 and Year 11	Future Frontiers
Maths Tutoring	IMPACT Trust

Service pupil premium funding (optional)

Hayes School received Service pupil premium funding in 2024-2025 for two students.