

Pupil premium strategy statement 2026-29

This statement details our school's use of pupil 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	1264 (7-11)
Proportion (%) of pupil premium eligible pupils	151 (11.95%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026-2029
Date this statement was published	02.09.2026
Date on which it will be reviewed	02.09.2027
Statement authorised by	Rob Hitch
Pupil premium lead	Dan Hazlehurst
Governor / Trustee lead	Lily Marriot

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£129,800
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	£129,800

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.
- 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, indicates that there is a large 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 . At is most distinct, this can manifest through difficulties in self-organisation, regulating behaviour and emotional challenges, and therefore 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, a lack of sense of belonging and engagement for our disadvantaged students.
3	Attendance data shows that the average attendance rate is lower for our disadvantaged students.
4	Our internal assessment data and achievement data for disadvantaged students, indicates that on average, our disadvantaged students do not attain as highly, 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 . This is reflected nationally and students in receipt of Pupil Premium are more likely to be word poor in terms of academic vocabulary. In addition, numeracy development is also lower on average (KS2 prior attainment) .

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 significantly narrowed further by 2029. Above national average progress and attainment for our disadvantaged learners.
Improved Reading comprehension and Numeracy development	Positive achievement for all disadvantaged learners in English Language GCSE Increased NGRT outcomes for KS3 learners. Increased attainment and achievement in Maths, in both key stage 3 and 4.
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 a general level of 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: £64,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that all students improve their reading comprehension and disciplinary literacy 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.	EEF research recognises 'Reading Comprehension Strategies' as having a very high impact (+7 months) upon student outcomes. Developing disciplinary literacy is a key recommendation in the EEF guidance report on Improving Secondary Literacy There is significant evidence that improving students' reading comprehension and vocabulary skills impacts upon GCSE attainment	2,4,5
Improved use of data to identify barriers arising within classrooms and outside of school 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	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 inclusivity in the classroom.	1, 2, 3, 4, 5
CPD and Subject Specific CPD programmes are used to develop the pedagogy and subject knowledge of teachers. We will continue to improve the implementation of our inclusive and responsive curriculum, in every classroom.	"Great teaching is the most important lever schools have to improve outcomes for disadvantaged pupils." <i>EEF guide to the Pupil Premium</i> 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 Metacognition and self-regulation (+8 months), as the high-impact strategy.	1, 2, 4, 5

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

Budgeted cost: £32,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic forms of 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 tuition (+5 months) have the potential for the largest immediate impact on attainment. EEF: Teaching Assistant interventions (+4 months)	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 tuition (+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, including 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 have improved 'reading ages' at a faster rate than expected.	2, 4, 5

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

Budgeted cost: £32,450

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 maximising engagement with online platforms	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. Case studies of students where pastoral intervention has supported a student in removing barriers and/or increasing	1, 2, 3, 4, 5

	attainment and engagement with school life.	
The wellbeing of Disadvantaged students is an area of focus for key staff. We will better understand the needs of our disadvantaged children and provide targeted support to them through well-being activity in our Hayes Life curriculum, our well-being facilities, external agencies, and further improvements to the sharing of student data.	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. EEF Toolkit Parental Engagement suggests +4 months progress. 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). EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. EEF Toolkit: Social/emotional learning (+3 months).	1, 3
Provide support for Careers and Next Steps decision making	Internal data indicates that disadvantaged students can access a variety of next steps, whilst anecdotally, there can be a lack of aspiration, or knowledge of access, at home.	2, 4, 5

Total budgeted cost: £129,800

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 2025-26 academic year.

The following statement is reflective of Hayes School, but it is important to add that we also adopt the 'Impact Trust disadvantaged strategy'.

Our commitment to the further development of our teachers and our curriculum remains at the heart of our Core, and Subject Specific, CPD. In 24-25, staff feedback had suggested that they were largely confident in the use of scaffolding and with methods to minimise extraneous cognitive load. Our adoption of mixed attainment teaching is now embedded, so whole school CPD continued to develop pedagogy, with an early focus on flexible grouping, followed by CPD on disciplinary literacy and whole class response. Additionally, staff reported a very high level of confidence (4.9/5) in finding information about vulnerable learners. Subsequent learning walks highlighted that students were routinely asked to think hard, often using 'whole class response methods'. We are not complacent and will remain committed to the delivery of high quality teaching as a core strategic area that disproportionately benefits our vulnerable learners and supports our belief in an inclusive approach to schooling.

We added 'Future Frontiers' to our stable of wider interventions 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 students were able to engage with. 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'. Two funded, qualified counsellors have also been deployed throughout the year (working with 18 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 continued integration of 'Hayes Life' resources, as part of our Personal Development programme. To directly better the attendance rate, we offered 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 25% of students recording an improved attendance against the previous term, with a further 30% recording a 95-100% attendance rate.

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, supporting students in Key stage 4 with their next step was offered through the deployment of our careers advisor, who issued guidance to all our Year 11 PP students, plus the additional guidance meetings with Senior leaders and liaising with parents through 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. 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. Our Pupil Premium Learning Mentor, who worked closely with families requiring extra support throughout the year, mentored 21 students on a regular basis, another 18 on an ad hoc basis, or in response to incidents, or matters of urgency', with a further 2 students being supervised on bespoke timetables. 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, our sports mentoring, plus further services, such as careers advisory appointments and laptop loan schemes (with ClaroRead). Within school, 99% of all our disadvantaged students took part in an enrichment activity, whilst this was a growth from 67% the year before, it is really important that we continue to prioritise this. This was helped through a focused 'sign-up week', where the attendance of disadvantaged students was championed. 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 2025-26, we worked across the Impact Trust to share ideas and problem solve. This relationship also allowed us to benefit from two maths mentors who worked with 30 students across years 7 to 11, throughout the school year. In Year 10, internal data suggested that 78% had improved attainment since Year 9, and all Year 9s had improved attainment since Year 8.

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 28 students were mentored, including 8 in Year 11. Of these Year 11s, who were all on the cusp of getting either a 4 or a 5, 5 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, 12 Year 11 students were involved and of the Year 11s, 33% secured their closest basic measure.

Of the 27 disadvantaged students in Year 11, the average A8 score in English was 8.96 (vs. 7.09 in 2025), in Maths it was 8.16 (vs 6.17 in 2025), whilst the total A8 score was 41.36 (vs 33.72 in 2025). This represents significant improvement across all three measures. Further to this, 22% of our disadvantaged students attained 5-9 in English and Maths, and 48.1% attained a 4-9 in English and Maths, which represented further improvement on the same measures for the disadvantaged cohort in Year 11, 2024-25. It is important to note that, 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 has narrowed significantly since 2023. These figures validate and give greater importance to our need to ensure that we are sharing student information effectively, and serves to embolden our focus on developing teachers to deliver totally inclusive 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 positive, 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 indicate that a quarter of PP students are currently performing at a grade 4 in English and Maths.

Attendance remains a focus, as our disadvantaged cohort attended school less regularly than our non-disadvantaged cohort through the 25-26 academic year, although the overall attendance is broadly in line with the previous year, the gap between PP and Non-PP students has fallen.. This will remain a focus in 2026-27. Attendance can also be supported by participation within the wider community, so it is really pleasing that 99% of our disadvantaged students took part in our enrichment program, including trips. The average attendance rate for those participating in clubs was greater than those who did not.

In terms of literacy and reading, the growth in 'library lessons' and the further refinement of the tutor time literacy in years 7 and 8, 'Read, Lead, Succeed' mentoring, Reading supplemented 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, 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 2025-26, we continued to run, alongside our Trust partners, a Reading test which measured Reading ability (NGRT) at the start and the end of the year; additionally, we allowed for greater, supervised reading (SPARX Reader) and offered tailored support to the few students who needed it most (Catch up Literacy, DK Phonics). Confirming the improvement, 74% of Year 7s who were tested using NGRT at 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	Duke of Edinburgh Award Scheme
My Tutor KS4 tutoring	MyTutor
1 x Revision workshops and Parent sessions.	Elevate Education
Future Frontiers – Year 11	Future Frontiers
Maths Tutoring	IMPACT Trust