

Pupil premium strategy statement – Pool Hayes Primary School

This statement details Pool Hayes Primary 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	190
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Kelly Vaughan, Headteacher
Pupil premium lead	Kelly Vaughan
Governor	Tahra Hussain

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80295
Pupil premium funding carried forward from previous years	£Nil
Total budget for this academic year	£80295

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, should be given the opportunity to make good progress and achieve high attainment across all subject areas. The focus of our strategy is to minimise and remove key barriers to learning for our pupils whether they are disadvantaged or not.

We will consider the challenges faced by vulnerable pupils. The actions identified in this statement are intended to best support pupil needs regardless of whether they are disadvantaged or not.

Quality-first teaching is the starting point for our approach with a focus on areas which create the greatest barriers for disadvantaged pupils. Research has proven this approach to have the greatest impact on closing the disadvantage attainment gap while also benefitting non-disadvantaged pupils. Within the intent stated in the outcomes below, it is implicit that the attainment of non-disadvantaged pupils will be sustained and built upon alongside the progress of their disadvantaged peers.

This strategy will continue to take into consideration any requirements for additional support for pupils whose education and wellbeing were impacted by the COVID-19 pandemic.

Robust diagnostic assessment is used to identify common challenges and individual needs of disadvantaged pupils within our school community. This ensures we are not making assumptions about the barriers to learning coming from disadvantage. Our aim is adopt approaches that complement one another to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged and supported in their set work;
- act early to intervene at the point of need;
- adopt a whole school approach for teaching and learning in which all staff, regardless of role, raise expectations of what pupils can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate lower than average speaking and listening gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>Subject-specific vocabulary is more likely to be unfamiliar and this is evident through pupil voice, assessment for learning and baseline assessments at the start of each new topic for a subject.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.</p> <p>On entry to Reception class in the last 4 years, no statistically significant percentage of pupils are identified as being disadvantaged which makes comparison challenging. As pupils move through school and cohorts change, this number and comparison changes. By their entry into Key Stage 2, our disadvantaged pupils are assessed as reading with a comprehension age of 10 months lower than their peers. This gap narrows but remains significant to the end of KS2.</p>
3	<p>Internal and external learning walks and reviews identify a need for consistency in using explicit metacognition and self-regulation strategies during teaching and learning.</p>
4	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 5 - 15% lower than for non-disadvantaged pupils.</p> <p>28% of disadvantaged pupils have been 'persistently absent' at any one time compared to 8% of their peers at any one time Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress and attainment.</p> <p>Persistent absence is higher than that of similar schools, particularly among disadvantaged pupils.</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
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1. Improved speaking and listening skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved speaking, listening and vocabulary among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
2. Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2027/28 show that more than 80% of disadvantaged pupils meet the expected standard. The gap in attainment between disadvantaged pupils and their peers is reduced to 5%
3. To embed a consistent and sustainable approach to teaching using metacognition research	A consistent approach to metacognition embedded by 2027/28 demonstrated by: <ul style="list-style-type: none"> • triangulated data from learning walks, pupil voice and book looks research-based methods for preparation, planning, teaching and assessment in place across school
4. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2027/28 demonstrated by: <ul style="list-style-type: none"> • the overall unauthorised 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%. • the percentage of all pupils who are persistently absent being below 4% and the figure among disadvantaged pupils being no more than 3% higher than their peers. • Silver award inclusive attendance certified CPD for all staff completed and techniques applied and embedded throughout school

Activity in this academic year

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

Teaching

Budgeted cost: £24000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of standardised diagnostic assessments.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:	1, 2

	Diagnostic assessment EEF	
<p>Embedding dialogic activities across the school curriculum by identifying opportunities to introduce new vocabulary and use this within their work. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Use of Speech and Language Therapist to support early language intervention as needed,</p> <p>Dialogic assessment of pupils will be undertake from EYFS and monitored throughout the phase.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p> <p>This is further reinforced by metacognitive and self-regulation strategies.</p>	1, 2, 3
<p>Consistent subject leader time and coaching time to effectively deliver a DfE validated Systematic Synthetic Phonics programme to secure consistently strong phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	2
<p>We will fund and assign staff time to explicitly teach metacognition strategies in order to embed a consistent approach to quality-first teaching.</p>	<p>Metacognitive approaches have a strong evidence base that indicates a very positive impact, particularly in maths but also in reading. There is evidence to suggest that disadvantaged pupils are less likely to make metacognitive links to learning unless explicitly taught to do so.</p> <p>Metacognition and Self Regulation Teaching and Learning Toolkit EEF</p>	3

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

Budgeted cost: **£50200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Small group tuition and interventions focused on core subjects</p> <p>Tutoring and targeted interventions will be implemented with the help of DfE's guide:</p> <p>Tutoring: guidance for education settings</p>	<p>Tuition and interventions targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p> <p>Teaching Assistant Interventions Teaching and Learning Toolkit EEF</p>	1, 2, 3
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub and phonics expert.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	2
<p>Homework club provision throughout KS2 targeted at disadvantaged pupils who require further targeted support. This will be delivered by a teaching assistant training in phonics, a reading programme and in tutoring.</p>	<p>Homework can have a positive impact on pupils, showing an improvement of up to 3+ months. Approaches that focus on relevant homework linked to classwork, developing inquiry skills and high-quality feedback impacts positively on attainment:</p> <p>Homework Teaching and Learning Toolkit EEF</p>	1, 2

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

Budgeted cost: **£4000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>Improve attendance for all children but with targeted support for disadvantaged families.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4

We will fund staff time to develop their understanding of the importance of attendance and their 3 hours of CPD per year to accompany this.		
Contingency fund for acute issues.	Based on previous years' experience, a small budget will be held for unexpected costs arising from needs linked to disadvantage	All

Total budgeted cost: £80200

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that our disadvantaged pupils do not perform as well as their peers and further work is needed to ensure the gap is narrowed between them.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data demonstrates that for combined RWM 22% of disadvantaged pupils attain the expected standard compared to 40% of their peers.

In phonics, our 50% of our disadvantaged pupils attain the expected standard, compared to 74% of their peers.

In EYFS, 75% of our disadvantaged pupils attain a Good Level of Development (GLD) compared to 75% of their peers.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that no pupils were suspended or excluded. Overall attendance data for 2024-25 was 93%. The attendance data for all of our disadvantaged pupils (from Nursery to Y6) is 89%. The data for their peers is 94.6%.

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations, and we are at present not on course to achieve the outcomes we set out to achieve by 2027/28, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that as a school our focus needs to be on ensuring consistent attendance of our pupils in order to build a strong foundation in areas where disadvantaged children already face barriers. Our strategies to target support and focus on overcoming gaps in learning can only be effective if children are consistently at school. These strategies remain in place but with a stronger focus on attendance, the impact should be greater.

Evaluating internal and external performance data of pupils from EYFS to Year 6 shows core skills are building and growing as children move through school but this is

not yet evident in Key Stage 2 results. Baseline assessments from September 2025 indicate a more positive outcome for disadvantaged pupils than has been seen. Robust attendance strategies also indicate increased attendance in all groups across school, which in turn, indicate a positive effect on future learning outcomes.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider
Read Write Inc Phonics	
Inclusive Attendance	Inclusive Attendance via Walsall Local Authority
Reciprocal Reading	
Mastering Number	
Metacognition and Self-Regulation	Teach Like a Champion
Wellcom	

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. These activities include Breakfast Club, sporting activities with professional athletes and visits to other schools, grammar school visits, residential trips and school trips linked to the curriculum

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.