Haywood Academy

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1042
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2025-26 2026-27 2027-28
Date this statement was published	Sept 2026
Date on which it will be reviewed	Sept 2027
Statement authorised by	Adele Mills
Pupil premium lead	Martin Convey
Governor / Trustee lead	Kate Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£581, 655.79
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*	£581, 655.79

Part A: Pupil premium strategy plan

Statement of intent

At Haywood Academy, our intention is that all pupils, regardless of background, make strong progress and achieve highly across the curriculum. Our Pupil Premium strategy aims to remove barriers to learning, support disadvantaged pupils to achieve outcomes in line with their peers and ensure that vulnerable learners receive the academic, pastoral and enrichment support required to thrive.

There is no single intervention that can ensure high academic achievement. Therefore, our strategy is built upon three key principles:

- High-quality teaching for all pupils.
- Early identification and intervention when barriers emerge.
- A whole-school commitment to high expectations and collective responsibility for disadvantaged pupils.

We recognise that disadvantage often overlaps with SEND, SEMH needs, poor attendance, mobility and economic deprivation. Therefore, our strategy combines strong classroom practice with targeted academic support and wider pastoral interventions to ensure pupils can access, engage with and succeed in education.

Challenges

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

Challenge number	Detail of challenge
1	Economic deprivation and significant levels of social disadvantage within the local community.
2	Weak early reading, phonics and reading fluency.
3	Gaps in mathematical knowledge, number fluency and reasoning.
4	Attendance levels below national averages and higher rates of persistent absence.
5	High rates of mobility and mid-year admissions.

6	Social, emotional and mental health needs affecting learning and engagement.
7	Limited access to enrichment opportunities and cultural capital.
8	High overlap between SEND and disadvantaged.

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
Improved attendance for disadvantaged pupils	Reduced attendance gap between PP and non-PP pupils and reduced persistent absence. 2025-26 All Pupils = 85.83% 2025-26 PP Pupils = 81.51%
Improved KS4 outcomes	Progress 8 and Attainment 8 improve and move closer to national averages and non-PP outcomes. 2025 A8 All Pupils = 36.1 2025 A8 PP Pupils = 28.9 2026 A8 All Pupils = 35.9 2026 A8 PP Pupils = 30.2 Academy and Department plans will remain focused on disadvantaged groups. RAP meetings/post-data entry cycle will have a clear focus on PP achievement.
Improved literacy and communication skills	Reading, writing and vocabulary gaps are reduced through curriculum and intervention strategies. • 90% of KS3 PP read at, or above, chronological reading age. • PP pupils achieve or exceed in line with national average outcomes for all pupils. • Yearly testing for pupils NGRT in KS3 • Period 1 Reading x3 a week.

	• Range of interventions for PP students below expected level (e.g. Reading Plus, Grammarsaurus) • Sparx Reading to be used with all KS3 students as English homework (1hr/wk) • A Band Curriculum adapted for literacy needs of pupils. Lesson observations/teacher planning will show this.
Reduced exclusions	Reduction in fixed-term and permanent exclusions among disadvantaged pupils. 522/5 Suspensions/PEX 2025/6 PP students to not overrepresented in the overall fixed-term and permanent exclusion statistics.
Improved wellbeing and readiness to learn	Improved SEMH indicators, engagement and behaviour through WISH provision will provide evidence of improved wellbeing and readiness to learn. Student voice/Case Studies to provide evidence of this.
Increased access to enrichment	High participation in trips, clubs, cultural experiences and wider opportunities. Registers from clubs will record participation of PP students in clubs etc. All club attendance to be analysed and PP students targeted where attendance is under-represented
Improved outcomes for PP pupils with SEND	Stronger attendance, progress and engagement for PP+SEND learners. SEND is not only at the heart of our ethos but, also physically at the heart of our school. The SENCO is also supported by the Enhanced Curriculum Lead, the WISH team and a large and experienced LSP team. Our SENCO also works closely with local partners to improve the experiences of and outcomes for SEND children
PP pupils to be in receipt of quality first teaching to improve teaching over time.	All pupils to achieve high quality learning in the classroom.

	Implementation of standardised Haywood Way systems to raise the standards of behaviour and learning habits. All underachieving pupil premium pupils to have access to high quality tutoring both in and outside of curriculum time through intervention, P6, Actiontutoring. Dedicated continued professional development time is given to staff to enable them to collaboratively plan to adapt the curriculum for the needs of the learners. Gaps in attainment and progress between disadvantaged/SEND pupils and their peers are significantly narrowed. PP pupils to achieve, or exceed, 4+ and +5 basics, in-line with the national average for all pupils. PP pupils to achieve, or exceed, P8 averages, in line with national averages for all pupils. Teacher Planners and Student Files are used consistently to plan adaptations for all pupils including PP. CPD strategy to offer support in delivering a range of classroom intervention strategies to prioritise PP students.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £ *114, 631*

We use the EEF as the evidence base and basis for our evidence and research of best practice for our PP strategy:

- **The EEF Guide to the Pupil Premium (2024 update)** [d2tic4wvo1...dfront.net], [educationе...ion.org.uk]
- **Teaching and Learning Toolkit** [educationе...ion.org.uk]
- **Improving Literacy in Secondary Schools** (if literacy is a priority)
- **Metacognition and Self-Regulated Learning**
- **Effective Professional Development**
- **Attendance Interventions and Parental Engagement evidence summaries**

Activity	Evidence that supports this approach	Challenge number(s) addressed
SPARX Reader/Maths/Science/ TT Rockstars. Online platforms to improve foundational knowledge of pupils and support homework	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	2, 3, 8
CPD on adaptive teaching, curriculum sequencing & SEND strategies. Aligned to ADP: "Enable and Extend"; supports responsive planning and AfL.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	2, 3, 8
Staff training in writing, spelling and morphology. Whole-school approach to spelling and writing	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	2, 3, 8
Reading Interventions (e.g. Reading Plus, Dyslexia Gold) Small group interventions for	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	2, 3, 8

students to reduce gaps.		
Period 6 intervention. Targeted support for identified pupils at risk of not achieving English, Maths or other subjects	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	2, 3, 8
Targeted "Drop Down" days to support students in English and Maths. Extra intervention to increase % of pupils achieving Maths and English. Also, extra staffing (particularly in Maths) to ensure all students have access to subject experts beyond their normal curriculum time.	https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide_to_the_pupil_premium_-_2024.pdf?v=1727884053	2, 3, 8
Form Time interventions for identified pupils. Improved outcomes at GCSE. Also x3	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	2, 3, 8

reading lessons during P1 to address Literacy issues.		

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

Budgeted cost: £110, 456.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and 1:1 reading interventions using a variety of resources (e.g. Little Wandle, Grammarsaurus, Reading Plus). Targeted fluency and comprehension work.	EEF recommends targeted interventions for pupils requiring additional support beyond classroom teaching. [d2tic4wvo1...dfront.net], [gov.uk] Useful evidence: • Small Group Tuition (+4 months) [educationе...ion.org.uk] • One-to-One Tuition (+5 months) [educationе...ion.org.uk] • Peer Tutoring (+6 months) [educationе...ion.org.uk] • Teaching Assistant Interventions (moderate impact)	1, 2, 3, 4, 8
Writing intervention groups (PVPG,sentence structure & stamina). Focus on disadvantaged pupils in Y7-9		1, 2, 3, 4, 8
Maths gap-filling intervention (daily LSP support). Use of SPARX maths to support gaps.		1, 2, 3, 4, 8
Digital access laptops/tablets for priority pupils. Ensures equity in homework & remote learning. (Chromebook Scheme)		1, 2, 3, 4, 8
Use of Enhanced Curriculum to support SEND/PP students –		1, 2, 3, 4, 8

adapted curriculum and enhanced support.		
Development of A Band – adapted curriculum and teaching approaches.		1, 2, 3, 4, 8

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

Budgeted cost: £356, 568.23

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance improvement strategy. Home visits, reward systems, mobility induction support.	Useful evidence: • Social and Emotional Learning (+3 months) [educationendowmentfoundation.org.uk] • Behaviour Interventions (+3 months) [educationendowmentfoundation.org.uk] • Parental Engagement (+4 months) [educationendowmentfoundation.org.uk] • Attendance support as part of wider strategies [d2tic4wvo1...cloudfront.net], [gov.uk]	1-9
WISH Hub staffing (Behaviour, SEMH, Inclusion). PP champion, behaviour mentors, counselling/play therapy, family support.		1-9
Pastoral and safeguarding support for families. Workshops, early help meetings, targeted support.		1-9
Enrichment, cultural capital & trips/residential		1-9

Subsidies. Ensuring all PP pupils attend trips, clubs and arts activities.	
Uniform, music tuition & resource support for key families. Removing barriers to participation & wellbeing.	1-9

Total budgeted cost: £581, 655.79

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Even though outcomes for disadvantaged pupils improved for 2025-26 they still need to improve further.

2024-5	2025-6
PP Grade 9-5 En and Maths = 7.0% All Pupils Grade 9-5 En and Maths= 17%	PP Grade 9-5 En and Maths = 12% All Pupils Grade 9-5 En and Maths = 20.1%
PP Attainment 8 = 28.9 All Pupils Attainment 8= 36.1	PP Attainment 8 = 30.2 All Pupils Attainment 8= 35.9
PP Progress 8 = N/A All Pupils Progress 8 = N/A	PP Progress 8 = TBC All Pupils Progress 8 = TBC

Attendance & Behaviour

- Attendance for disadvantaged pupils improved compared with 2024–25, though mobility and persistent absence continue to affect some cohorts.
- A strengthened attendance strategy, improved monitoring accuracy and enhanced EWO engagement contributed to reduced PA.
- Behaviour incidents reduced significantly for pupils receiving WISH support, with positive engagement in mentoring and regulation programmes.

Personal Development & Inclusion

- Uptake of enrichment, music tuition, clubs and wider curriculum opportunities increased for disadvantaged pupils.
- The WISH Hub provided effective pastoral and SEMH support, improving resilience, wellbeing and readiness to learn.
- Engagement with families strengthened through workshops, SEND reviews and Early Help support.

Curriculum & Teaching Quality

- CPD and coaching improved consistency of teaching, especially in reading and writing.
- Subject leadership improved through accurate curriculum monitoring and coaching, resulting in better sequencing and vocabulary instruction.
- Diagnostic assessment was embedded more consistently, enabling timely and targeted intervention.

We remain firmly committed to ensuring that all disadvantaged pupils continue to achieve highly, feel valued, and thrive within the nurturing and ambitious environment at Haywood Academy. Through high-quality teaching, targeted intervention and our strong culture of inclusion, we will continue to remove barriers, close gaps, and broaden horizons for every child. Our focus for 2026–2027 is to build on the strong progress made to date, sustaining momentum and ensuring that every disadvantaged pupil has the knowledge, skills and confidence to “Dream, Believe, Achieve.”

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.