



## Pupil Premium Review: June 2018

### Numbers:

There are currently 225 Pupil Premium students studying at HT across the school.

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	TOTAL
21	41	43	46	42 (+3 dual registered)	19	10	225

### The main barriers to educational achievement.

At Haileybury Turnford School we have identified the following as key barriers to be addressed: aspirations, attendance, use of academic data to track PP students, quality of teaching (although 80% of teaching is now good or better), marking and feedback, student voice, regarding students' own needs. The reformed GCSEs with increased academic content have also been identified as a potential barrier for PP students.

### Key PP Action Plan Strands:

- Attendance
- Self-esteem and behaviour for learning
- Year 11
- Literacy: Pixl Code and Accelerated Reader
- Learning and Teaching

### Attendance:

Financial assistance has been provided to ensure students can access transport where necessary. This has involved some Year 11 students being picked up by staff members to ensure they are on time for examinations and revision sessions.

IMPACT: Whole school attendance is currently at 93.7% with boys' attendance standing at 93% and Pupil Premium students' attendance is 90.9%. However, during the revision and exam period Year 11 attendance has been 100%.

### Self-esteem and behaviour for learning

Pupil Premium funding has supported PP students to be included in trips and visits, provided Music tuition, materials for Food Technology and Technology subjects, has provided revision resources for all PP Year 11 students and has also provided uniform and laptops if appropriate.

Pixl Edge has been used to support leadership development for some PP students and The Brilliant Club was highly successful for the 14 students enrolled on the course. YAC and AYAC academic mentoring of PP students has been successful in reducing the number of behavioural incidents for key students in KS 3. At KS4 this has helped targeted students to reengage with their studies. The end of year exams will show the full impact of these sessions.



Next steps:

Greater focus on careers education will help support PP students develop a clarity about their future pathways. Further curriculum reviews will seek to implement alternative courses, which are suited to ability and future career/education choices.

#### **Year 11:**

Currently attendance for Year 11 stands at 94.3%, which is above the whole school average. Attendance for Year 11 boys is 94.6 and for girls it is 94%. This reflects the impact of our tight procedures for absence and in not allowing students to leave during the day without prior permission and parental confirmation. Attendance for Pupil Premium students is lower at 91.8% but significant improvements have been made with individual students. This percentage is significantly impacted on by four students, whose attendance is extremely low, though one who has medical needs. Parental meetings, fines, contracts, home visits, personal calls to mobiles as an alarm call and breakfast clubs have been implemented.

The Year 11 Revision and Intervention Programme has been very successful with a wide suite of sessions being offered. These sessions have been targeted at PP students who were below target in particular subjects and attendance has been mandatory. This has been tracked carefully and contact with home has been made if students have failed to attend. Attendance has been excellent and there has been clear progression for PP students.

**Impact:** 5+ E and M: ALL: PP: This has risen from 13% at the beginning of the year to 26% currently. There is still a significant gap from all students (18%) and we are continuing to focus on key students.

#### **Literacy:**

Some students have followed the Pixl Code programme and of the students enrolled on this programme 83% made progress and 54% made significant progress in their reading and comprehension skills. Whilst students have made progress on the Accelerated Reader, many have only made progress in line with their chronological age. As such we will not be continuing with this programme next year. We have bought new Reading and Spelling tests for all year groups and will create a planned strategy to support readers at differing levels, using the most appropriate programmes. Assessments will be differentiated with literacy support for students needing this.

#### **Learning and Teaching**

The student trackers are in place and have helped YACs and Faculty Leaders identify key PP students for interventions across all year groups. There is still further work to do and the use of 4matrix for data analysis will help streamline the process and add consistency across the key stages. Training for Middle Leaders will be given on this in September. Further work on moderation and standardisation will be done to ensure assessments are robust and accurately marked.

Class charts are being used across school and have helped teachers gain awareness of key students, however this awareness now needs to be developed into practical differentiation strategies, which will be a key learning and teaching strand next year.

Whilst Senior Leaders have established expectations of support for Pp students, and have also shared good practice across teams, this is not yet embedded into practice across all teachers. Further work will be done on ensuring that theory moves into practice next year, by providing CPD and practical strategies. Schemes of Learning will also need to highlight differentiation and how PP students will gain extra support.



### KS3 Internal Data tracking:

The table below shows the percentages of students achieving above target grade:

	Maths	English	Science	Biology	Chemistry	Physics	Humanities
Year 7: ALL	79%	85%	87%				G: 71% H: 64%
Year 7: PP	74%	87%	87%				G: 71% H: 64%
Year 8: ALL	72%	84%	81%				G: 59% H: 68%
Year 8: PP	80%	83%	79%				G: 55% H: 62%
Year 9: ALL	48%	66%	78%	87%	56%	84%	G: 29% H: 34%
Year 9: PP	36%	64%	81%	92%	80%	86%	G: 15% H: 43%

Actions are identified from this data by the subject leader and the line manager. Further work is being done on the accuracy of assessments, and this will be revisited following the summer exams when better benchmarking will be available to help leaders track back expectations.

### Boys:

#### Internal Tracking

	Maths	English	Science	Humanities
Year 7: ALL	79%	85%	87%	G: 71% H: 64%
Year 7: Boys	80%	84%	87%	G: 69% H: <b>58%</b>
Year 8: ALL	72%	84%	81%	G: 59% H: 68%
Year 8: Boys	68%	82%	77%	G: 51% H: 63%
Year 9: ALL	48%	66%	78%	G: 29% H: 34%
Year 9: Boys	37%	57%	71%	G: 23% H: 26%
	Maths 5+	English 5+	Science 5+	
Year 10: ALL	26%	28%	9%	
Year 10: Boys	16%	16%	8%	
Year 11: ALL	50%	55%	12%	
Year 11: Boys	42%	42%	6%	

The main target area this term for work with boys was with Year 11. Impact has been good showing, improved attendance at interventions, resulting in increases in the Core:

- Increase of 12% in % 5EM measure (from 18% - 30%).
- Increase of 6% in % 4EM (from 49% - 55%)
- Increase of 12% in % 5+ English (from 30% to 42%)
- Increase of 6% in % 5+ Maths (from 36% to 42%)

There is still a gap between boys' achievement and that of all students at KS4 (as shown above) and further actions will need to be put in place across the school to support boys' development.