Pupil Premium Strategy Statement: 2019-20

Pupil Premium numbers 2019-20

	Cohort	%
All PP	262	31%
PP Boys	150	57%
PP Girls	112	43%
PP + SEND	42	16%
PP + White British	182	69%
PP + HA (minus Year 7)	27	10%
PP + MA (minus Year 7)	105	40%
PP + LA (minus Year 7)	37	14%

	Cohort	%
Year 7 PP	55	41%
Year 8 PP	47	35%
Year 9 PP	58	38%
Year 10 PP	36	28%
Year 11 PP	40	31%
Year 12 PP	15	17%
Year 13 PP	11	13%
TOTAL	262	31%

Pupil Premium Strategy Statement: 2019-2020

School	Haileybury Turnford				
Academic Year	2019-20	**Total PP budget**	£213,000	**Date of most recent PP Review**	April 2019
Total number of students	870	**Number of students eligible for PP**	262	**Date for next external review of this strategy**	January 2020

1. Attainment

	2018	2019	2020 (MLO)	National averages
% achieving 4+ BASICS PP	48%	38%		
% achieving 4+ BASICS all	57%	53%		67%
% achieving 5+ BASICS PP	20%	19%		
% achieving 5+ BASICS all	32%	32%		45%
Progress 8 score PP	-0.85	-0.55		
Progress 8 score all	-0.45	-0.21		0.0
Attainment 8 score average PP	32.2	34.1		50
Attainment 8 score average all	38.4	39.6		48

2. Barriers to future attainment (for students eligible for PP)

In-school barriers

A.	Literacy skills entering Year 7 are lower for students eligible for PP than for other students, which prevents them from making good progress throughout their time in school. KS2 APS.
B.	Teachers are not consistently planning for disadvantaged needs (boys, high and low prior attainers). PP measures are below non-PP in KS4.
C.	Behaviour gap between PP and non-PP students, with PP students accounting for higher % of negative behaviour points in each year group.

D.	Self-esteem, aspirations and attitude to learning/behaviour are below those of non-PP students

External barriers	
E.	Attendance rates for students eligible for PP **are 92%** (significantly below the target for all children **of 96%** and below the actual **figure: 94.2%).** PP attendance on trips and visits is below that of non-PP students. Low levels of aspiration, resilience and study skills which lead to low confidence. Pupil premium students often have poor home environments with poor parental engagement with education PP students lack access to resources and revision materials.

3. Desired outcomes		Success criteria
A.	High levels of progress in literacy for all students eligible for PP and equality of progress with all students. EVIDENCE: reading tests – internal data tracking and external results.	Students eligible for PP in Year 7 make equal progress to others in English, and reading ages develop chronologically throughout year 7, 8 and 9. Students in both groups make at least expected progress in English by the end of year 11 as evidenced in GCSE outcomes and Progress 8 scores. The gap between PP and non-PP is<= 10% in 2019.
B.	Improve teachers' repertoire of approaches and personalisation in lessons. Teachers know their students well and cater for their individual needs. EVIDENCE: Lesson observations and learning walks, Faculty Reviews, Internal data tracking, Class charts	Differentiation is a core part of all lessons. PP students are able to access all tasks and assessments at an appropriate level. CPD provides opportunities to develop Quality First Teaching across the teaching body
C.	A clear reduction in behaviour incidents for PP students seen. EVIDENCE: behaviour points, achievement points, detention and exclusion data.	PP students' behaviour points are in line with non-PP students. PP FTEs are in line with all students.
D.	PP students to have targeted guidance and mentoring to ensure equality of progress, attainment, opportunity and participation in all parts of the school. Careers programme to actively promote PP aspiration. EVIDENCE: Careers programme and work experience tracking, Student Voice, Mentoring records, Internal data, Sixth form applications and destinations, Extra-curricular tracking and registers.	PP students all have quality work experience placements. PP students have priority access in Y8 & Y10 to Personal Advice and Guidance sessions with YC Herts. PP students have opportunities to engage in Extended WEXP and provision if applicable. Entry rates to sixth form comparable with others within the school. Participation in school clubs and organisations to be equitable for PP students.

E.	Attendance work to continue to raise attendance levels for PP students to ensure they are in line with non-PP students. Key focus is on lowering the Persistent Absence percentage. Pupils are fully equipped and revision guides are available to all PP students. Families are supported with uniform, stationery, trips, DT and art materials and music tuition. Individual needs are met through discussions with YACs.	PP attendance is >=95% PP PA is >= 20% Attendance rates between PP and others to be comparable for all year groups. PP groups are prioritised and offered Wellbeing and Attendance Meetings with the Attendance and Pastoral Team HABS Family Liaison Support offered for PP students Families are offered support with transport, uniform and equipment / trip costs Parenting support offered through HABS e.g. Teen brain; Families feeling safe workshops and programmes Referrals are made to HCC Attendance Improvement Officer Referrals to external agency support i.e. Rivers outreach; counselling; mentoring; SENDIASS; ADHD outreach services; DSPL 4; ESTMA. Financial barriers to learning are removed. The gap between PP and non-PP students is narrowed.

4.	5. Planned expenditure						

Academic Year: 2019-20

	Barrier: A: Quality of teaching for all: Literacy						
Desired outcomes	**Chosen action**	**What is the evidence and rationale for your choice**	**Implementation**	**Staff lead**	**Review date**	**Cost**
Data shows Library usage by disadvantaged students is proportionally greater than that of the rest of the school

PP students can say what book they are currently reading | Increase reading opportunities | Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). | Tutors to especially encourage PP students to take part in the various reading and literacy opportunities and to use the school library Tutor Programme for Y7-11 includes a weekly session dedicated to Everybody Reads

Where appropriate lessons include 'Everybody Reads' section and key words are highlighted in all lessons

ASA to liaise with YACs to maximise library participation by PP students | YACs, Literacy Lead, ASA | Summer Term 2019 | Librarian time |
| Disadvantaged students: The reading ages of all disadvantaged students meets or exceeds their chronological ages by the end of Year 8. | Literacy and numeracy:

Introduce Spellzone to help consolidate key words

Introduce Lexia Core5 programme

Create a more focused and targeted response to students below chronological age. | Effective teachers of literacy have a wide and varied repertoire of teaching practices and approaches, integrating reading with writing, differentiating instruction and having excellent classroom management skills. They are alert to children's progress and can step in and use the appropriate method to meet the child's instructional needs. The 'effective' teacher uses an eclectic collection of methods which represents a balance between the direct teaching of skills and more authentic, contextually- | Continue to identify students with weak literacy and support through SEND and YAC. Weekly Year 7 and 8 targeted literacy and numeracy support for students with low literacy levels but not SEND needs by the AYAC and YACs.

Launch and use Spellzone in Year 7 lessons | SEND Team, YACs, Literacy Lead | Ongoing | Lexia set up costs

AYAC and YAC time

Spellzone costs |

		grounded literacy activities. (Hall and Harding 2003)	Implement Lexia via librarian and SEND team throughout Autumn term			
Internal data shows progress in English is in line with the rest of the Year group for PP students	Tutor time literacy activities	Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011) from DfE Reading for Pleasure) Literacy and numeracy programmes in secondary schools that make the basics relevant to life skills or the wider curriculum help impact on the attainment of disadvantaged students. (Boston Consulting Group 2012)	Years 7 & 8 focus on key literacy areas. Booklets are completed during tutor time – and link to English terminology etc.	Tutors and YAC	Ongoing	Printing costs for booklets @ £300
Internal data shows progress in English is in line with the rest of the Year group for PP students	Class readers	Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006) from DfE Reading for Pleasure 2012	Whole school reading focus in tutor time once per week Buy class sets of texts to be read and shared within Year 7 and 8 tutor groups	Literacy Lead, tutors	Summer term	£1000
	Barrier: B: Quality of teaching for all: Teaching and Learning					

Progress 8 for PP students is at the -0.2 to 0 PP students make on average the same progress as non-PP PP reading age is at chronological age	Differentiated CPD to support staff which is triangulated with performance appraisal, assessment and outcomes Feedback (DIRT) assessment books used for all students – with PP books being marked first and more often	Progress of students who receive consistently high quality teaching and learning can make accelerated progress of up to +12 months in an academic year. Sutton Trust (2011) Many different evidence sources (including Johan Hattie's Visible Learning and the EEF Toolkit: Regular and high quality feedback can add +8 months) suggest high quality feedback is an effective way to improve attainment.	CPD sessions tracked and monitored via Lessons Learned Clear MER calendar shared with all staff. Training delivered through collaborative CPD group sand in line with the reviewed marking policy. Lesson observation reviewed and feedback monitored for impact Work scrutiny and student voice to take place throughout the year and focus on underperforming disadvantaged students. External faculty reviews analyse the progress of disadvantaged students and the impact of departmental interventions. Use of GCSE 9-1 resources from Pixl, Pixl apps, Independence resources	Faculty Leads, DNE, KJU, EMA	Ongoing	Teaching staff costs: £85,356 Cover for warm-up sessions
Quality First teaching ensures that the needs of all students are met. Lesson observations and Learning Walks show differentiation is embedded in all planning	Develop Quality First Teaching: Use of prescriptive slides: Silent starters, key words, reading etc Embed oral feedback and review marking policy to ensure it is efficient and effective (whole class and 'live' marking)	Research shows that good teaching can improve disadvantaged students' progress by up to a year (Sutton Trust 2011) On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an	Prescriptive slides in place for September Utilise PP Underachievement strategies in-class to support PP students Include collaborative learning strategies – embed structured tasks to promote talking and interaction with peers thus developing	DNE, KJU, Faculty and Subject Leads, teachers	Ongoing	N/A

		effective, but not overwhelming, challenge. (EEF Toolkit 2015) A recent meta-analysis of the impact of formative assessment on writing indicates gains of 8 months' progress are achievable, which is more consistent with other feedback research.(EEF Toolkit)	confidence and participation of PP students. Include Explicit vocabulary teaching Ensure scaffolding, modelling and differentiation is embedded in lessons Ensure feedback gives specific guidance on how to improve in a positive and supportive way			
Knowing students and their barriers to success and providing targeted support in-class to raise achievement	Removal of barriers to learning Interview all PP students and identify blocks and barriers	A personalised offer depends on really knowing the strengths and weaknesses of individual children and young people. We believe a key means of doing so is assessment for learning and the use of evidence and dialogue to identify every pupil's learning needs (2004)	Context sheets with background information available to all staff with 'Strategies that work' for individual students, which will be available to view every lesson. PP interviews provide detailed information about preferred ways of working and blocks/barriers 20 day challenges introduced to provide mini-challenges for students and staff	KJU, JDO, YACs	Autumn Term 2018	N/A
Improve core subject outcomes for PP students in all key stages to ensure PP students are at least in line with other students and with National outcomes	Review setting/streaming Ensure best staff are teaching key groups Overstaff in English and maths Review year 11 PP Timetables to assess whether some subjects should be removed	Research suggests that overall setting/streaming appears to slightly benefit higher attaining students and be detrimental to middle and lower achieving students. On average it does not appear to be an effective strategy to raise the attainment and progress levels of disadvantaged students, who are more likely to be in lower groups (Sutton Trust 2011). Overall, studies of oral language interventions consistently show	Continue with Mixed Ability teaching in English. Rewrite schemes of learning for KS3 and 4 to ensure differentiation Training for staff on differentiation for Mixed Ability teaching during Faculty Time and also as CPD strand Ensure teaching to the top Develop Oracy skills	LMA and English Faculty DNE (CPD)	Review: August 2019	£1000 – CPD and resources

	from Bucket 2/3 to help support maths and English	positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. (EEF Toolkit 2015)	Review Year 11 PP timetables to allow greater focus time on core subjects			
Improve outcomes for HAP students in all key stages to ensure HAPP students are at least in line with other HA students and with National HA outcomes	Employ Pixl strategies to support

Relaunch The Scholars' Programme for Year 9 | | Clear identification of HAP students for all staff through photo sheets and classcharts
Use of Pixl Independence booklets
Mentoring by members of SLT

Target students for Scholars' programme | KJU, JDA, EMA, Faculty and subject leads | Spring term | £3000 – Pixl membership

£500 – printing

£2000 The Brilliant Club |
| Data tracking: A more refined system of data analysis at all key stages will increase the effectiveness and consistency of analysis, actions and interventions. | Data training and support for effective monitoring of student progress, including Pupil Premium students as a cohort | There is evidence that installing strong data systems, analysing results and making sure everyone acts on them has a significant effect on attainment. (Supporting the Attainment of Disadvantaged Students DfE 2015) | Training for all Middle Leaders in September 2019 and refreshers will be offered throughout the year. Student Progress meetings held following each set of internal progress reports where SLT and HoS, FLs and YACs analyse data, to include the Pupil Premium cohort. The focus is on the identification and intervention of those making less than expected progress.

Ensure moderation and standardisation is completed during Faculty time to help with the accuracy of predictions. Access external support to cross-check | KJU, JDO, EMA, Faculty and subject Leads, SLT | Ongoing | £3000 – External support costs |

| | | | accuracy (Marriotts, Saffron Walden Alliance, Haileybury etc)

Employ Pixl 20PP strategy to ensure student attend interventions (compulsory P 6)

Use Horsforth Quadrant to identify where issues lie

Use zone to help target behavioural/attitudinal issues

Encourage staff to become Exam markers | | | |
|---|---|---|---|---|---|---|
| Staff are familiar with PP students and can target them appropriately. Use of ability grouping to support progress | Use of Class Charts – for seating plans, homework and achievement/behaviour | The evidence on within-class attainment grouping indicates that it is likely to be beneficial for all learners, providing an average benefit of three months' additional progress. However, there appears to be less benefit for lower attaining pupils than others. (EEF Toolkit 2015) | Identification of PP students on seating plans and behaviour and achievement tracked online. Ensure attainment grouping within class.

Faculty team leaders track and monitor achievement and praise as well as behaviour concerns for PP students

Create war boards to target individuals (PP) within classes | JDO, KJU, Faculty and Subject Leads | Autumn term | £1500 - Classcharts |
| Results of LW show increased focus on PP students in lessons evidenced through | Increase the focus given to PP students by individual teachers and Faculties in lesson time | 'The quality of teaching is more important to pupil outcomes than anything else a school can control. (Educational Excellence Everywhere White Paper, 2016) | Faculty Improvement Plans - Ensuring department improvement plans have specific pupil premium and SEND outcomes targets, including for Key Stage 3 Departments are given names of key individuals who are making weak progress in their subject and | Faculty and Subject Leads, KJU, JDO, SLT | Ongoing | N/A |

			are required to indicate strategies that will be used to accelerate progress. Mark PP students work first. Highlight examples of good practice and highlight the issues. SLT to carry out PP learning walks to monitor class charts and the extent of support given at classroom level. Implementing a rigorous system of assessment for learning within lessons (CPD strand). Undertake PP work scrutiny to better understanding the quality of provision. Share examples of good practice and repeat walks and work scrutiny to monitor developments and seek further good practice.			
feedback form term on term. Key PP students increase progress and get back 'on track' in terms of progress						
Barrier: C: Behaviour						
Reduce behaviour incidents and exclusions for PP students	Embed Pivotal behaviour management approach Use of Class charts to promote better monitoring of behaviour issues	A significant contextual factor is that the opportunity for school-age crime is increased by fixed term or permanent exclusion from school.	Refresher and training for new staff at the beginning of the year and each term Regular revisiting of the basic principles (PIP, RIP, First attention to best conduct etc) in briefings and meetings Faculty team leaders track and monitor achievement and praise as well as behaviour concerns for PP students YACs address behaviour concerns with students whose behaviour is a barrier to learning using a stepped	MGO, YACs VEL	Ongoing	Cost of support staffing

			approach: Monitoring, reporting, referrals to external agencies e.g. Rivers Educational Support Centre for Outreach ; counselling; YC Herts mentoring; anger management; social skills development (KS3); literacy and numeracy support (KS3); parent meetings and communication; behaviour support plans; pastoral support plans; RAMPs; referral to Targeted Youth Support; referral to external programmes i.e. TRACKS (YC Herts); referral to St Giles' Trust and ADASH. Regular in-class drop ins and Learning Walks to monitor and check specific students' engagement in lessons.			
Barrier: D: Self-esteem, aspirations and attitudes to learning						
Appropriate choices made during the options process Improved engagement and thus progress	Independent advice and guidance provided by new Careers Lead and YC Herts Work experience provided as a pathway to students wishing to pursue a vocational pathway	Evidence suggests that most young people already have high aspirations, suggesting that much underachievement results not from low aspiration but from a gap between aspirations and the knowledge, skills, and characteristics required to achieve them. (EEF Toolkit 2015)	Connexions and Careers Lead support PP students and build motivation through developing an understanding of available pathways Assemblies held to promote aspiration and awareness of pathways Tighter options process with interviews for all PP students	KWA, YACs, SLT	Ongoing	£10,000

| | | | Support students in their vocational aims by securing high quality Work Experience for some

Working towards securing the 8 Gatsby Benchmarks for CIEAG:

Creating a stable careers programme, learning from labour market information, addressing the needs of each student and prioritising PP students, enabling students to have quality encounters with employers and employees, ensuring all PP students have a quality Work Experience Placement, offering PP students opportunities to visit University Taster days and learn about apprenticeship and alternative routes; ensure PP students have priority access to personal guidance through YC Herts. | | | |
|---|---|---|---|---|---|---|
| Improve PP parental engagement, thus leading to improved outcomes for PP students | Work with Achievement for All to improve parental engagement and provide training for staff on Structured Conversations with parents. | 'Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact.' (EEF Toolkit) | Students identified by YACs, in coordination with EMA

Training provide for coaches (tutors and YACs, plus volunteers)

Training provided for TAs

Ongoing monitoring of PP cohort and parents by A for A and school | KJU, EMA, YACs | Over a two year period | £3500 per year |

PP students report back that they have completed the programme and that it has helped them to plan independently.	Pixl Tutor programme employed to build LORIC (Leadership, Organisation, Resilience, Initiative, Communication) skills News quiz purchased and used across Year groups	Education and industry partners, including the CBI and the National Careers Service have produced lists of desirable qualities for the workplace and the 5 Attributes - Leadership, Organisation, Resilience, Initiative and Communication - were selected as the most representative skills across all the research. (Pixl 2017)	Building confidence and LORIC (Leadership, Organisation, Resilience, Initiative, Communication) skills in learners Enable disadvantaged students access to the same cultural knowledge and understanding of news items as their peers.	YACs	Ongoing	£1500 - resources
Books and resources: Barriers to learning are removed and progress is accelerated	All PP students materials and ingredients are paid for to ensure that they can fully participate in practical lessons Uniform, transport and catering assistance		Students are provided with all relevant resources for subjects (revision materials, cooking ingredients, DT resources, art and photography materials, pencil cases, maths equipment etc) PP students are supported with uniform, transport and catering costs as needed.	Faculty and Subject Leaders, KJU	Ongoing	£2630 – books:£2000 – DT support: £1000 – Arts support: £1000 – catering and uniform
Barriers to learning are removed and progress is accelerated	Music Tuition and Arts support	Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science.(EEF Toolkit 2015)	Students who wish to study a musical instrument are supported with the costs of peripatetic teaching and with the costs of instruments.	SNI, KJU	Ongoing	£2000
Trips, visits and extra-curricular: Ensuring PP students are not disadvantaged by being denied	Provide funding to support students in accessing any trips and visits.	Residential learning experiences 'provide opportunities, benefits and impacts that cannot be achieved in any other context or setting. The impact is greater when residentials are fully integrated into a school's curriculum.	Financial support provided for trips and visits. Full funding provided for all curriculum trips.	KJU, NME, YACs,	Ongoing	£5000

the opportunity to enhance their curriculum experience on extra-curricular visits	Target PP students to attend lunchtime and after school clubs Ensuring PP students raise aspirations through visits to Universities etc	(Learning Away and the Paul Hamlyn Foundation: 2015)	Track and monitor extra-curricular uptake Raising aspiration trips – University of Hertfordshire etc	Faculty Leaders Careers Lead		
Mixed ability teaching and seating plans	Metacognition and independence	Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. (EEF Toolkit 2015)	Seating plans via class charts based on boy/girl and ability profile. Use of Pixl Independence booklets for Yr 11 HAPP Use of Walking Talking mocks, modelling in lessons and overt teaching of skills	All teachers, EMA, KJU	Ongoing	£1000
Family support	HABs (Hoddeston and Broxbourne Services)	Parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. The scale of the impact is evident across all social classes and all ethnic groups. (Desforges 2003).	Provides Families First Assessments to aid access to early help. Coordinates external agency support (including finance and housing support) and provides support with Children in Need and CP plans Supports Families in Crisis. Provides parenting classes, Teenhealth support, etc)	MGO, VEL, HABs	Ongoing	£9100
Students are more engaged and focused during the school day. Students have time to access	Breakfast Club	Providing free breakfast clubs in disadvantaged areas boosted maths and literacy results even among those pupils who didn't attend, according to new research. (Institute for Fiscal Studies 2016)		AYACs	Ongoing	??

IT support and to work in a calm space.						
PP spend is itemised against individual students detailing spend, to identify how money is being spent on each student.	Map PP spend to impact on strategies so it is clear how the money is spent on PP students and what the benefit of this is.		Ensure detailed audit/interviewing of students identifies where support is needed. Track the funding to ensure all students benefit from the PP money	KJU, YACs	Termly	No cost
	Barrier: E: Attendance					
Students are in school and learning. PP Attendance and PA levels are in line or above National Average.	Dedicated Attendance Officer Referral to the Attendance Improvement Officer Identify students who will attend regularly if they have subsidised travel. Create a Catch-up strategy for students who have high Persistent Absence	Attendance at school is also related to performance, with higher attendance rates associated with higher attainment (Taylor, 2012). Persistent absence is correlated with crime. The Audit Commission found that a quarter of school-age offenders have persistent non-attendance records. The majority of school-age offenders progress to become adult offenders. (British Psychological Society 2016)	Regular monitoring and individual support from the Year Achievement Coordinator, including 20 day challenges Half termly PA attendance action meetings Regular wellbeing and attendance meetings offered to parents if student attendance is a concern Year group attendance lottery Achievement Points and incentives offered to students who achieve 100% attendance Regular information and guidance circulated to all staff, students and parents about the importance of attendance Attendance linked to rewards offered for year groups Attendance certificates for students with 100% or excellent	**MGO, GHA, SLT, YACs**	**Termly**	Attendance Officer and admin support £53539 £500 Travel £2,500 HCC Att Officer

			attendance and most improved attendance			
			Regular cover from AYACs if GHA needs to attend Court Hearings and administration time to complete administration for the FPN process.			
			Consistent application of the Hertfordshire code of conduct including the use of Fixed Penalty Notices.			