

Pupil Premium Impact Summary 2018-19

In 2018-19 Haileybury Turnford received Pupil Premium funding of £246,616 for the academic year. At Haileybury Turnford, we are continuing to develop our strategies and resources used to support our students who are eligible for pupil premium.

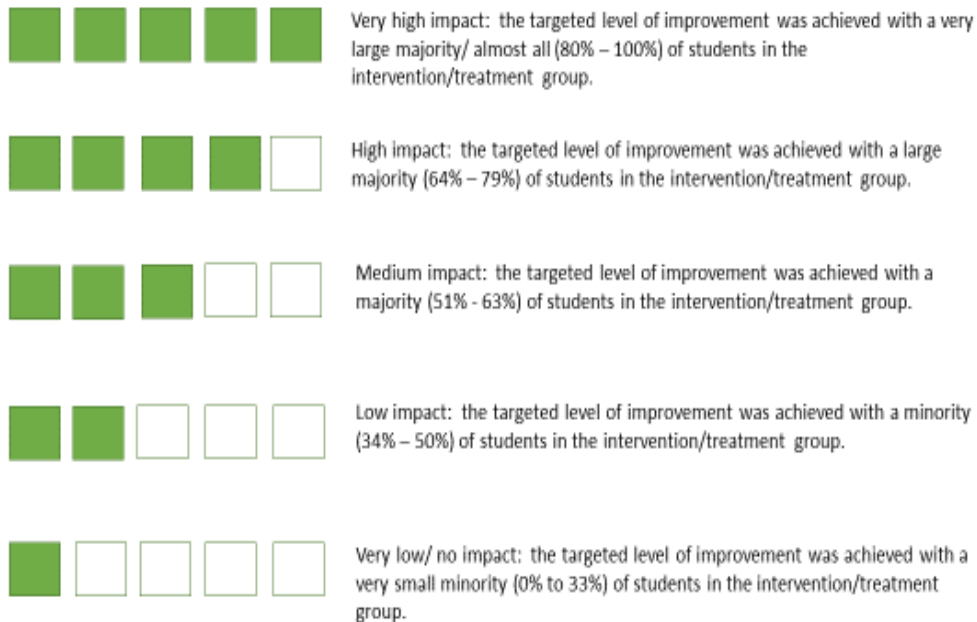
These strategies include:

- Support with equipment, resources and revision materials
- small group and targeted interventions (during the day and after school)
- parent and family support through HABs and our Deputy Safeguarding Lead
- financial support for trips, visits and enrichment opportunities
- financial support for 'hardship' issues
- Additional careers advice
- Behaviour support

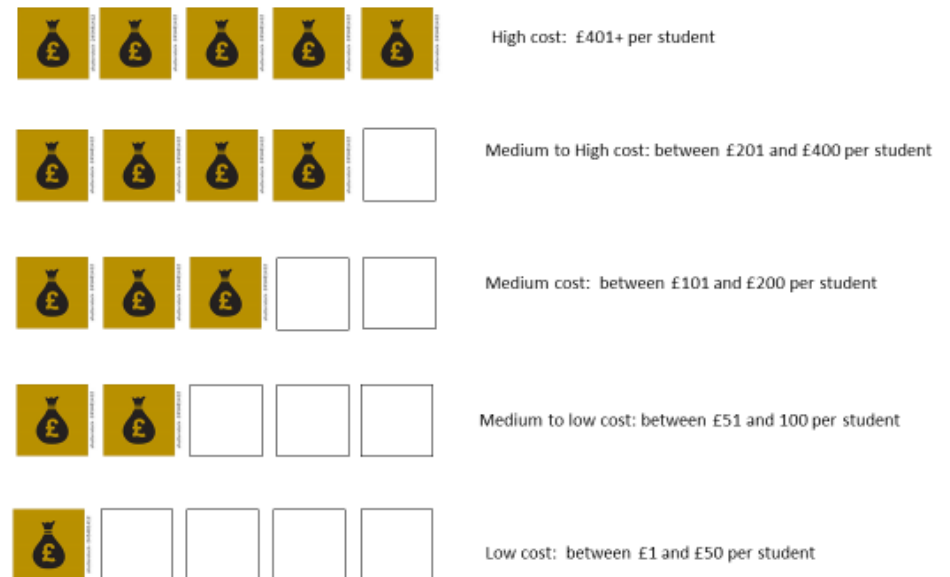
This is not a definitive list, more information can be found in our more detailed Impact report and on the PP Strategy document on request. Pupil Premium students are also supported by Quality First Teaching within the classroom and an excellent pastoral support team beyond the classroom.

Below is a brief summary of interventions run, their cost, impact and recommendations moving forward.

Impact measurement:





















Cost of Intervention:



Evaluation

Intervention	Description	Impact vs cost per student	Recommendation
Library reading lesson	Students in Years 7 and 8 have one focused library lesson based on reading and vocabulary development and led by the Librarian. Focus on PP students reading books regularly.		Maintain the intervention and ensure all Year 7 and 8 students have Librarian-led lessons. Introduce a Reading Passport to motivate reading with certificates and prizes. Ensure termly monitoring by the Librarian to meet next year's target measure that all students read a minimum of 3 books over the year.
Bus passes	Bus passes issued to students who have difficult journeys or for whom the cost would be a barrier.		Despite the intervention having limited success, it is unknown whether attendance would have been even lower had the bus pass not been available. As such this support will continue for students next year.
Geography Intervention - Registration	HoD Geography taught a small groups of, mainly, PP students three times a week during registration time		This intervention has had good success and following discussions with the HoD Geography will continue in a slightly revised format. This intervention appears to be most successful with middle to higher ability students.
Geography Intervention – small group (RNE)	A small group of PP students was created taught by a Geography specialist for the last term.		We will adapt the intervention for 2019-20 and split a large Geography group into two smaller and more manageable groups.
Revision guides, materials and resources (DT; Science; Photography; History; other)	Revision guides and materials were provided to all PP students free of charge to remove barriers to learning.		This is a relatively low cost for good impact in terms of engagement and motivation.
Attendance tracking – Attendance Officer	Attendance Officer tracks PP students, contacts home and supports students as necessary. Attendance awards are also given for students with 98% and above attendance.		There is continued work to do with raising the attendance of PP students and especially in reducing the PA figure for this group. Work has begun in targeting parents and in removing some pressures due to assessment deadlines etc. Further work is being undertaken to analyse the

			reasons behind each absence and the policy continues to be followed robustly.
Co-Curricular clubs and teams	A range of activities offered across the school to engage students.	 	This is a low cost option; however, it has little impact this year due to the limited nature of co-curricular activities on offer. In 2019-20, departments will run a minimum of one club per subject and there will be an expectation that all Year 7 students attend at least one after school club. Teachers will be asked to ensure that PP students in all years are proactively targeted to participate in clubs and teams as much as possible.
Trips and visits	All PP students are paid for for any curriculum based trip/visit and are subsidised up to 50% (or more in exceptional circumstances) for none essential trips/visits to remove any financial barriers.	 	The overall figure for PP attendance on trips is broadly in line with the cohort size across the school, however, KS3 addresses PP needs more fully. It is important to continue to support PP students with the cost of trips and visits and for trip and visit leaders to promote this support for all PP students to extend their cultural capital. For 2019-2020, the target will be that all PP students go on at least one trip across a key stage.
Year 7 Numeracy support (AKE)	A small group of students who came into school well below the expected standard were selected to join a group run by the SENCO, who is also a maths teacher.	 	Change the intervention. For 2019-20 provide LA PP students with a trained KS2 teacher able to help bridge the gap in skills and knowledge.
Careers and aspirations	All PP students meet with YC HERTS. PP students are taken on aspiration visits to universities and employers.	 	In Year 11 there were no NEET students. The majority of students in Year 11 went on to HT Sixth form, a local college, took up an apprenticeship or employment.
Year 11 Support groups	Students removed from subjects were given support sessions to develop their English and Maths skills and to focus on coursework.	 	The support sessions ensured that behaviour and engagement improved in several subject areas and ensured that key students completed their coursework on time and at target grade.
Tassomai	PP students are allocated a log-in to Tassomai and need to engage with this on a daily basis to ensure a grade 4.	 	This has not been as successful as hoped in terms of engagement and next year the science team will be exploring alternative ways of supporting PP students in Science.
Music Tuition	Support students in Years 7 and 8 who want to take up/improve their piano, guitar, singing or drums.	 	The uptake for PP students is strong and this should result in better uptake at GCSE. For 2019 and 2020, there will be a push for students to complete their grade exams, the cost of which will be supported by PP money.

Behaviour and Inclusion work	YACs, AYACs, SLT and the Inclusion team target support, sanctions and parental engagement in order to improve behaviour		In 2019-20, behavioural support needs to be more tightly focused and support needs to be put in place earlier to be more proactive rather than reactive to incidents. Discussions and suggestions are ongoing and a final plan will be in place for September.
HABS: Working with family and child	HABs work with the school to support parents and students in a wide range of situations. The support focuses on parenting classes, activities for students and partnership working.		Families and students gain better access to external agencies through this work and parents feel valued and supported by the school. This has had a direct impact on student attendance and engagement.
Weds P 5 targeted support (English, Maths, Geography,)	PP students are removed from Core PP for targeted intervention each term.		In 2019-20, this needs to be more carefully targeted and be time limited for all students involved. It proved particularly successful for maths students at grade 4 and for English students at grade 5.
Counselling	Students with mental health issues are referred to the counsellor for support (short, respite and long-term)		This is a very expensive provision and greater emphasis needs to be placed on supporting PP students across the school to access counselling support. YACs will be asked to monitor this more closely to ensure PP students gain access to the support they need as early as possible.