

Impact Report



Haileybury Turnford
AMBITION • PRIDE • SUCCESS

Pupil Premium + Spending 2019-20

Completed by M Goodes

Hertfordshire
County Council's
Outcome Bees





Very high impact: the targeted level of improvement was achieved with a very large majority/almost all (80% – 100%) of students in the intervention/treatment group.



High impact: the targeted level of improvement was achieved with a large majority (64% – 79%) of students in the intervention/treatment group.



Medium impact: the targeted level of improvement was achieved with a majority (51% - 63%) of students in the intervention/treatment group.



Low impact: the targeted level of improvement was achieved with a minority (34% – 50%) of students in the intervention/treatment group.



Very low/no impact: the targeted level of improvement was achieved with a very small minority (0% to 33%) of students in the intervention/treatment group.



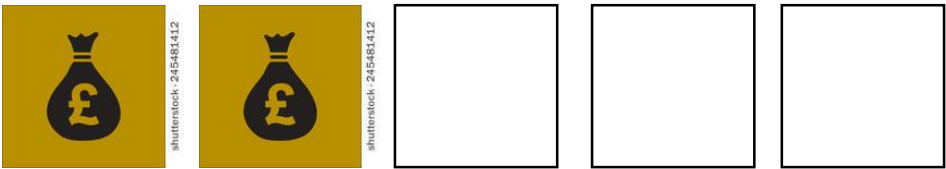
High cost: £401+ per student



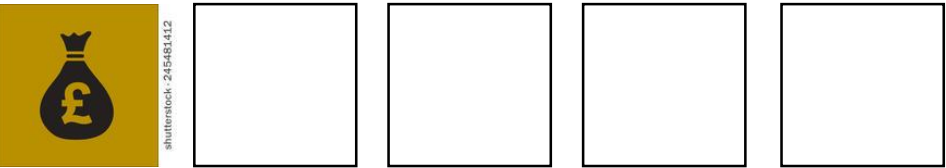
Medium to High cost: between £301 and £400 per student



Medium cost: between £101 and £200 per student



Medium to low cost: between £51 and 100 per student



Low cost: between £1 and £50 per student

Intervention: Additional provision of resources and revision guides to support independent learning and revision techniques.

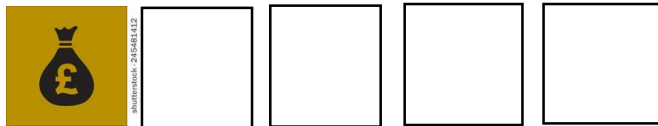
Short description: Provide revision guides for core subjects; maths, English and science.

Intended measure: Improve engagement with independent learning. Support learning at home. Provide opportunities to practice exam style questions. Provide opportunities to support missed lesson content. Secure final outcomes in each subject.

Impact:



Cost:



PP strategy evaluation:

The impact was low to medium for very low cost.

Engagement with the provided resources was notably higher when combined with other opportunities, for example when additional revision classes were attended and a revision timetable was put in place.

A detailed breakdown of the revision topics, including revision sites and specification details and relevant links was provided to support the material purchased.

The resources provided were shown to be useful when supported and used for extended learning and to supplement class based learning.

Self-quizzing tasks with subject specific knowledge organisers were useful to support revision when learning outside of the lesson.

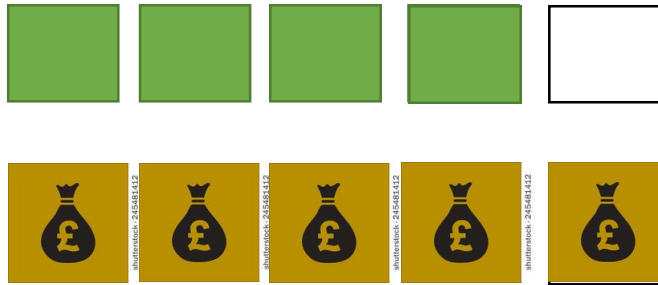
Outcome: English, maths and science outcomes were achieved in Summer 2020 through centre-assessed grades process.

Intervention: Alternative to exclusion is used as a reflective intervention programme to reduce FTE and improve engagement in school. Social, emotional and mental health support provided in a 1-1 setting.

Short description: Reduce incidents of Fixed Term exclusions.

Intended measure: Reduce FTE, improve attendance and improve engagement in learning.

Impact:



PP strategy evaluation:

The impact was high for very high cost.

Fixed Term exclusion figures fell by 70% from the previous year.

Attendance to school has improved by 49%.

Engagement and Attitude to Learning improved slightly in some subject areas.

Attendance to lessons improved slightly to some lessons.

Behaviour incidents reduced by 35%.

Achievement Points improved by 40%.

Social, emotional and mental health assessments examining individual social skills and response to their emotions showed improvement in school.

Self-esteem and self-image assessment recorded slight improvement in a school based context.

Resiliency based assessment showed slight improvement in a school setting.

Outcome: Reduction in the number of FTEs and increasing attendance to school.

Intervention: Additional tuition and support for maths and science.

Short description: Additional tutoring and support for maths and science GCSE.

Intended measure: Close gaps and improve outcomes in maths and science.

Impact:



PP strategy evaluation:

The impact was high for high cost.

Providing 1-1 personalised tuition in maths and Science supported closing the attainment gap for maths and Science.

Attendance to online lessons was high and around 96% for both subjects. Reports from the online tutor commented on high levels of engagement, high levels of participation but little evidence of follow-up work after the lesson.

Outcome: Achieved grades in maths and Science in Summer 2020.

Intervention: YCH Employment Excellence Programme.

Short description: Careers Education Guidance Advice and Support.

Intended measure: Enrolment in Post-16 Education Establishment and appropriate pathway.

Impact:



Cost:



Y Embodied cultural capital

PP strategy evaluation:

The impact was high for low to medium cost.

YCH provided 1-1 sessions with a personal advisor over a series of 6 weeks. The sessions intended to provide impartial careers education and higher education advice to support post-16 education or vocational decisions.

Knowledge and skills were imparted to support the Young Person to self-manage their learning and careers and make informed choices taking into account their personal abilities, needs and preferences.

Outcome: Successful enrolment at a Post-16 Education Establishment.

Intervention: Breakfast club.

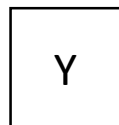
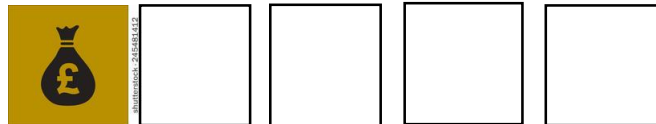
Short description: Provide breakfast on a daily basis in an identified 'safer space' in the school.

Intended measure: Increase school attendance to at least 80%.

Impact:



Cost:



Embodied cultural capital

PP strategy evaluation:

The impact was low for very low cost. Year 11 showed an increase in attendance to 96%.

Year	2018-19 attendance %	2019-20 attendance %
Percentage	67%	94%

Outcome: Improved attendance to school by 47%.