

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged students.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Haileybury Turnford
Number of pupils in school	847 (686 in Year 7-11)
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers	2021/22
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Maxine Goodes
Pupil premium lead	Ewan Macaulay
Governor / Trustee lead	Robert Whitaker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£212,010
Recovery premium funding allocation this academic year	£26,932
Pupil premium funding carried forward from previous years	£26,050
COVID-19 recovery funding carried forward from 2020/21	£14,517
Total budget for this academic year	£279,509

Part A: Pupil premium strategy plan

Statement of intent

Objectives for our disadvantaged students

- To close the attainment gap with non-disadvantaged students through our ambitious, broad and balanced curriculum.
- To ensure our disadvantaged students have opportunities to engage in co-curricular activities and educational visits to enhance their cultural capital.
- To ensure our disadvantaged students attend well and have their mental health and wellbeing prioritised.
- To ensure disadvantaged students progress to appropriate and ambitious destinations beyond school.

How our strategy plan works towards achieving these objectives

- Our strategy aims to deliver high-quality teaching with a strong focus on reading strategies to our disadvantaged students, alongside prioritising disadvantaged students for targeted academic support to ensure learning recovery and additional support.
- Our strategy aims to give our disadvantaged student a well-rounded education and experience through the active encouragement, and monitoring of, engagement in co-curricular activities and educational visits.
- Attendance monitoring and mental health will be prioritised through priority access to in-school support and external services.
- Priority support will be given to disadvantaged students through YCH Services for Young People to ensure we do all we can to support with ambitious destinations.

Our key principles revolve around a mix of strong pastoral care and academic support and we will positively discriminate to ensure priority support is given to disadvantaged students in our school.

Challenges

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

Challenge number	Detail of challenge
1	Our disadvantaged students have below expected reading age on entry and this provides a barrier to them from making strong progress throughout their time in school, especially in light of the current COVID-19 pandemic and the impact of lockdowns in the past 18 months.
2	Providing high quality CPD to support all teachers with planning for disadvantaged needs (boys, high and low prior attainers). Pupil Premium progress and attainment measures are below non-Pupil Premium measures at the end of KS4.
3	Behaviour and attitudes gap between Pupil Premium and non-Pupil Premium students, with Pupil Premium students accounting for a higher % of negative behaviour points in each year group.
4	Self-esteem, mental health and wellbeing, aspirations and attitudes to learning are below those of non-Pupil Premium students.
5	Attendance rates for students eligible for Pupil Premium are below that of non-Pupil Premium students. Prior to the pandemic, Pupil Premium student attendance on trips and educational visits was below that of non-Pupil Premium students.
6	Pupil Premium students can have poor home environments with poor parental engagement with education. Pupil Premium students lack access to resources and revision materials coupled with low levels of aspiration, resilience and study skills which lead to low confidence.
7	Pupil Premium outcomes at KS4 have been lower than those non-Pupil Premium students in our school, as well this gap being seen nationally.

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
Our disadvantaged students receive high quality teaching, with a strong focus on reading strategies.	The reading strategy is launched and embedded into the curriculum, with tracking and monitoring of this new curriculum provision to ensure that all students including our most disadvantaged are provided with the education they are entitled to. High quality training and CPD has been provided to staff to help prepare for different the effective implementation of the curriculum for disadvantaged students. This

	will involve external scrutiny on the quality of this provision.
Secure and robust assessment is embedded with a particular focus on KS3 standards.	Having a robust assessment and reporting system with a particular focus on KS3 standards. Teachers and leaders know that assessment is used well to help learners embed knowledge and skills. Teachers use assessment accurately within lessons to inform future planning and curriculum implementation.
An ambitious curriculum for all Key Stages is implemented.	There will be a KS3, KS4 & KS5 curriculum that is ambitious and sequenced in a logical order so that it gives all learners, particularly the most disadvantaged students, the knowledge and skills to succeed in life.
High-quality lessons are taught across all faculties.	High-quality teaching occurs across all faculties, with lessons well sequenced with opportunities to embed core knowledge. Helping our learners to embed long term content which has helped integrate knowledge into larger concepts.
The “Haileybury Turnford Student” character traits have been embedded.	Students and staff regular refer to the “Haileybury Turnford Student” with a particular focus on character development. Evidence of these character traits will be seen across the curriculum.
Improved outcomes at KS4 in summer 2022.	Year 11 tutorial time, with dedicated English, maths and science support, has delivered key knowledge and skills required by students, leading to a decreasing attainment gap between Pupil Premium and non-Pupil Premium students at KS4.
Effective use of the National Tutoring Programme to support learning impacted by lockdown and the pandemic and improved knowledge and skills across the core curriculum.	The National Tutoring Programme has been utilised with our disadvantaged students. The Academic Mentor in a core subject area, has supported vulnerable students learning by delivering one-to one or small group teaching throughout the year. This will have led to recovery of learning for students and a decrease in the attainment gap between Pupil Premium and non-Pupil Premium students as evidenced by Progress Updates and Exam Data.
Improved outcomes across Core and EBacc subjects.	Year 11 support sessions have been well attended by disadvantaged students, focused on core and EBacc subjects: English, maths, science, Spanish, geography and history. Leading to a decreasing attainment gap between Pupil Premium and non-Pupil Premium students at KS4.

Prioritised the wellbeing and mental health of all students, including our disadvantaged students.	<p>More trained staff who have supported our disadvantaged students being prioritised for support for their wellbeing and mental health through additional counselling and mental health first aid provision.</p> <p>Students and staff know who our dedicated team of Mental Health First Aiders are who offer regular generic mental health support, guidance and signposting to students and staff.</p>
Successful student engagement in co-curricular and enrichment activities.	<p>HT co-curricular opportunities are well attended by disadvantaged students, evidenced by specific monitoring and targeting of students from pastoral teams.</p> <p>Disadvantaged students are attending educational trips, which have increased their cultural capital and engagement in the curriculum.</p>
Improved attendance and reduction in Persistence Absence amongst our disadvantaged students.	<p>A clear focus and high expectations around attendance is visible and systematic support has gone into supporting students who have been impacted the most by the pandemic. Leading to decreasing the gap between Pupil Premium and non-Pupil Premium absence rates.</p>
Continued to build on reward opportunities for all students.	<p>Class Charts is being used routinely in every lesson, with disadvantaged students gaining the same amount of achievement points as non-Pupil Premium students. Leading to positive engagement in school, increased attitude to learning grades and a reduction in negative behaviour.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £135,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contributions towards the appointment and retention of specific	Education Endowment Fund strategies	1, 2, 7

teaching staff, including in English, science and maths, as well as to the Senior Leadership Team and CPD Coordinator TLR		
Curriculum implementation resources, including resources for reading strategy, to support disadvantaged students	Education Endowment Fund strategies	1, 2, 7
CPD resourcing to support the implementation of professional learning for staff, including Staff Conference	Education Endowment Fund strategies	1, 2, 7

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

Budgeted cost: £64,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging in National Tutoring Programme to support learning impacted by lockdown and the pandemic – engagement with all 3 strands: tuition partners, academic mentor and school-led tutoring	National Tutoring Programme strategies Education Endowment Fund strategies	1, 4, 6, 7

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

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contributions towards specific pastoral (attendance, behaviour and wellbeing) roles to support disadvantaged students; this includes new roles due to the increase in vulnerable students following the pandemic and the greater need from students	Education Endowment Fund strategies	2, 3, 4, 5, 6
Specific resources and support packages to give students the support required to engage with, cope with school and make progress	Education Endowment Fund strategies	3, 4, 6

Total budgeted cost: £ 279,509

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

A full evaluation of the school's Pupil Premium strategy impact from 2020/21 academic year has been published in a separate impact statement.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Online maths programme	Hegarty Maths
Online GCSE revision	GCSEPod
Online reading programme	Lexia
Various testing programmes	GL Assessment

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A

What was the impact of that spending on service pupil premium eligible pupils?	N/A
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Further information (optional)

During this academic year, as the COVID-19 pandemic impacts continue to be understood, the school will develop a detailed 3 year Pupil Premium Strategy, which will also build on interim evaluation from this year's work.

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