

Pupil premium strategy statement: December 2022

This statement details our school's use of pupil premium 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, as well as the following two academic years 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	878 (733 in Year 7-11)
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers	2022-2025 (3 academic year period)
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
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	£226,550
Total budget for this academic year	£226,550

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 students 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 Hertfordshire County Council's 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. We also include vulnerable students such as those who have, or have ever had, a social worker, or are young carers 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 making strong progress throughout their time in school, especially in light of the COVID-19 pandemic and the impact of lockdowns on their education.
2	Providing high quality CPD to support all teachers with planning for disadvantaged needs (boys, high and low prior attainers). The progress and attainment measures of disadvantaged students are below non-disadvantaged students at the end of KS4.
3	Behaviour and attitudes gap between disadvantaged students and non-disadvantaged students, with disadvantaged 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-disadvantaged students.
5	Attendance rates for disadvantaged students are below that of non-disadvantaged students. Prior to the pandemic, attendance on trips and educational visits of disadvantaged students was below that of non-disadvantaged students.
6	Disadvantaged students can have poor home environments with poor parental engagement with education. Disadvantaged students lack access to resources and revision materials coupled with low levels of aspiration, resilience and study skills which leads to low confidence.
7	Disadvantaged students' outcomes at KS4 have been lower than those non-disadvantaged students in our school, as well this gap being seen nationally.

Intended outcomes

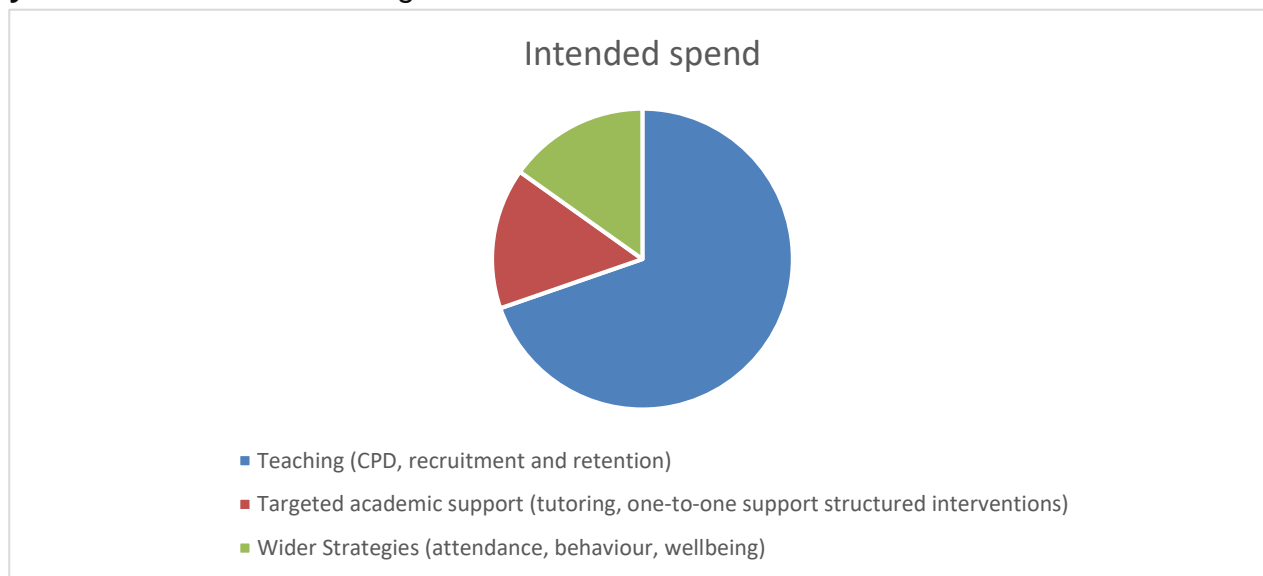
This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

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 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 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 disadvantaged and non- disadvantaged students at KS4.
Effective use of the National Tutoring Programme to support learning impacted by lockdown and the pandemic and improved	The National Tutoring Programme has been utilised with our disadvantaged students. A large cohort of disadvantaged students attending ‘Saturday School’ regularly, as well as attending after school tutoring, between 3pm-4pm. The

knowledge and skills across the core curriculum.	school led tutoring will have had a positive impact on the confidence, as well as attainment of students, including disadvantaged students. This will have led to recovery of learning for students and a decrease in the attainment gap between disadvantaged and non- disadvantaged 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 disadvantaged and non-disadvantaged students at KS4.
Prioritised the wellbeing and mental health of all students, including our disadvantaged students.	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. 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.
Successful student engagement in co-curricular and enrichment activities.	HT co-curricular opportunities are well attended by disadvantaged students, evidenced by specific monitoring and targeting of students from pastoral teams. Disadvantaged students are attending educational trips, which have increased their cultural capital and engagement in the curriculum.
Improved attendance and reduction in Persistent Absence amongst our disadvantaged students.	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 disadvantaged and non-disadvantaged students' absence rates. Our disadvantaged attendance is above the national average for disadvantaged students.
Continued to build on reward opportunities for all students.	Class Charts is being used routinely in every lesson, with disadvantaged students gaining the same amount of achievement points as non-disadvantaged students. Leading to positive engagement in school, increased attitude to learning grades and a reduction in negative behaviour.

Activity in this academic year

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



Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £157,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contributions towards the appointment and retention of specific teaching staff, particularly in English, science and maths, as well as to the Senior Leadership Team and CPD Coordinator TLR to ensure high quality subject leadership and teaching	“High quality teaching improves pupil outcomes, research tells us that high quality teaching can narrow the disadvantage gap.” Education Endowment Fund (EEF) see link	1, 2, 7
Curriculum implementation resources, including resources for reading strategy, to support disadvantaged students	“Reading helps students gain knowledge, as well as training teachers on teaching reading is likely to help teachers teach their subject more effectively.” EEF (see link)	1, 2, 7
CPD resourcing to support the implementation of professional learning for staff	“Ensuring that teachers are provided with high quality Professional Development is crucial in improving pupil outcomes.” EEF (see link)	1, 2, 7

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging in National Tutoring Programme to support learning impacted by lockdown and the pandemic – engagement with tuition partners and school led tutoring. Priority given to disadvantaged students.</p> <ul style="list-style-type: none"> • Saturday school and after school tuition by HT staff in small groups of no more than 1:6. • Planned use of curriculum time to do small group tuition to accelerate reading and numeracy levels 	<p>“As disadvantaged pupils have been disproportionately impacted by the pandemic, schools should strongly consider targeting their tutoring offer to pupils who are eligible for pupil premium.” (DfE, 2022: NTP guidance for schools)</p> <p>Research suggests “the attainment gap has widened for disadvantaged students during the pandemic” (National Foundation of Education Research, 2022) (DfE, 2022).</p> <p>Education Endowment Fund (EEF) state “evidence shows that small group tuition is effective, on average +4 months, on group sizes below 7” See link</p>	1, 4, 6, 7
<p>Use of Phonics and Lexia programmes to improve reading skills and enable students to become proficient readers, confident learners and GCSE-ready</p>	<p>EEF (see link) tells us “reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.”</p>	1, 2, 7
<p>Use of Year 11 tutorial time to deliver additional English and maths using Directors of subjects and experienced staff to lead this provision</p>	<p>EEF (see link) state “evidence shows that small group tuition is effective, on average +4 months, on group sizes below 7.”</p>	2, 7
<p>Deliver KS4 academic interventions before and after school to support with preparation of GCSE’s</p>	<p>EEF (see link) states “before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.”</p>	2, 7
<p>Engage in holiday academic intervention to close the attainment</p>	<p>EEF (see link) state “evidence shows that small group tuition is</p>	1, 2, 7

<p>gap between non-disadvantaged and disadvantaged students</p> <ul style="list-style-type: none"> Using tuition partners, engage in holiday clubs to actively challenge the gaps in learning, particularly with disadvantaged students 	<p>effective, on average +4 months, on group sizes below 7.”</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £34,500

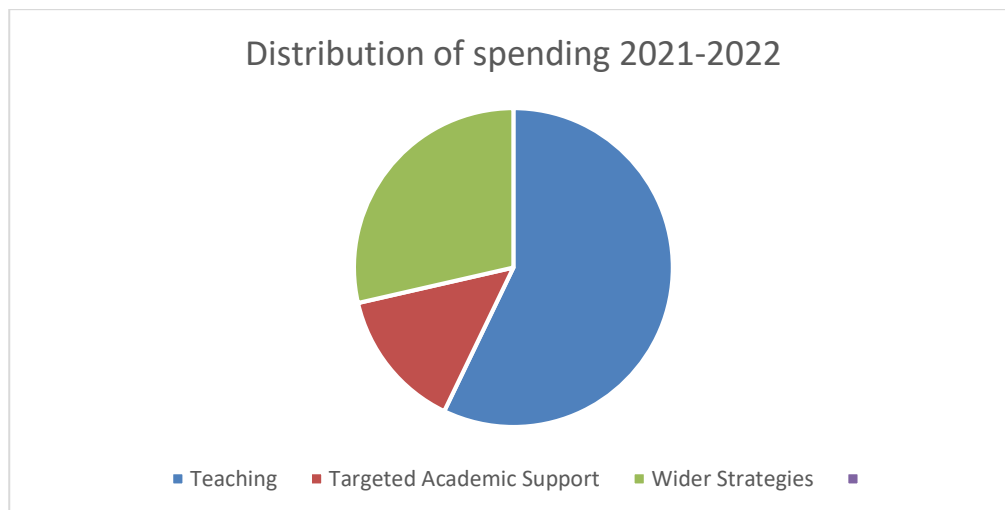
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Contributions towards specific pastoral (attendance, behaviour and wellbeing) roles to support disadvantaged students</p>	<p>Research, cited in EEF (see link), has found that “poor attendance at school is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).”</p>	<p>2, 3, 4, 5, 6</p>
<p>Specific resources and support packages to give students the support required to engage with, cope with school and make progress</p>	<p>This can be a barrier to attending school or engaging in learning whilst at school.</p>	<p>3, 4, 6</p>
<p>Specific careers platform, Unifrog, to support with long term understanding of different pathways and careers to support disadvantaged students achieving an ambitious destination post leaving HT</p>	<p>EEF found, “Careers education can be crucial in developing the knowledge, confidence and skills young people need to make well informed, relevant choices and plans for their future. This is especially true of students from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. High quality careers education can help them progress smoothly into further learning and work.” See link</p>	<p>4, 6, 7</p>

Total budgeted cost: £226,550

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 students in the 2021 to 2022 academic year.



Activity – Teaching	Impact
Contributions towards the appointment and retention of specific teaching staff, including in English, science and maths, as well as to the Senior Leadership Team and CPD Coordinator TLR to ensure high quality subject leadership and teaching	Year 11 outcomes at both E&M4+ & 5+ improved to 64% (4+) & 42% (5+) more than 10% in each than 2019. Progress 8 Measure is -0.12, average progress and improved P8 score than 2019
Curriculum implementation resources, including resources for reading strategy, to support disadvantaged students	At the recent inspection, (March 2022), Ofsted noted 'Leaders have introduced effective strategies to strengthen reading across the curriculum. These include extra help for the weakest readers. Subject teachers focus on key words and encourage reading within subjects. These initiatives have helped to create a strong reading culture, which is evident across all years, including the sixth form.'

Year 7 Reading Ages – An analysis of progress 2021/2022

NGRT Analysis 2-point period analysis

Test 1 was taken in November 2021 (Yr 7) with the final test completed in June 2022 (Yr 7).

Data comparison between Test 1 and Test 2 (133 students have taken both tests during this time)

	Stanine	1	2	3	4	5	6	7	8	9
	Mean SAS	<74	74-81	82-88	89-96	97-103	104-111	112-118	119-126	>126
National Average	100	4%	7%	12%	17%	20%	17%	12%	7%	4%
Test 1 Start Point	101	4%	6%	8%	15%	21%	26%	14%	5%	2%
Test 2 End Point	102	4%	8%	11%	8%	21%	21%	15%	9%	3%

The standardised age score went from 101 to 102 between test 1 and 2.

Average standardised reading ages fell for stanine group 4 who fell into groups 2 and 3 respectively.

Stanines 5-9 are not too dissimilar to the national average.

Year 9 Reading Ages – An analysis of progress between April 2021 and June 2022 NGRT data

Prior Attainment Yr 9 (KS2 SATS – ASP website)

- Reading – **Below National**
- Writing – **Below National**
- Mathematics – **Below National**

NGRT Analysis 3-point period analysis

Test 1 was completed after lockdown 1 May 2021 (Yr 8), test 2 was completed 6 months later in November 2021 (Yr 9) with the final test completed in May 2022 (Yr 9).

Data comparison between Test 1 and Test 3 (122 students have taken all 3 tests during this time)

	Stanine	1	2	3	4	5	6	7	8	9
	Mean SAS	<74	74-81	82-88	89-96	97-103	104-111	112-118	119-126	>126
National Average	100	4%	7%	12%	17%	20%	17%	12%	7%	4%
Test 1 Start Point	98.9	7%	7%	8%	16%	25%	23%	7%	6	2%
Test 2 Mid-point	102.2	7%	6%	9%	12%	11%	25%	16%	11%	4%
Test 3 End Point	102.7	7%	4%	9%	16%	11%	21%	20%	6%	6%

The standardised age score went from 98.7 to 102.2 between test 1 and 2 and then to 102.7 in June 2022.

Average standardised reading ages improved for our most able readers with students in stanines 4,5,6 climbing into stanines 6,7,8,9.

CPD resourcing to support the implementation of professional learning for staff, including Staff Conference

Outcomes at the end of KS4 are average and improving. Our recent Ofsted report captures that staff are listened too, regarding how they can be supported. Our reading CPD has seen positive impact, shown in table above.

Activity – Targeted Academic Support

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

Student voice highlights HT's Academic Mentor gave them confidence in the majority of their other lessons, once they had finished working with them. The Academic Mentor has moved onto train as a qualified teacher, and has not been replaced, due to a move towards utilising the school led tutoring, with current HT staff. 'My Tutor' is a tuition partner delivering online tutoring; its attendance was 70%, which was higher than national average. Furthermore, all disadvantaged students who had completed all their sessions said it has helped their confidence, and would recommend it to a friend. However, feedback when compared to school-led tutoring was not as possible. All students who took part in literacy and numeracy school-led tutoring were overwhelmingly positive and confident their knowledge has increased. This coupled with

	attendance of individual students taking part in school-led tutoring improving during the time frame of their tutoring led us to focus mainly on school-led tutoring.
Use of Phonics and Lexia programmes to improve reading skills and enable students to become proficient readers, confident learners and GCSE-ready	See reading outcomes above.
Use of Year 11 tutorial time to deliver additional English, maths and science using Directors of subjects to lead this provision	<p>Buy in to tutorial slots was great with 75% of Y11 disadvantaged students have had a least 1 half-term of intervention during form time.</p> <p>40% have had a least 2 half-terms of interventions during form time.</p> <p>This was rigorously planned to meet the needs of our students in groups that would allow progress to be made. Outcomes shows an increase in our E&M at 4+ & 5+, but the gap between disadvantaged and non-disadvantaged has not been closed. 16% gap E&M4+ and 13% gap E&M5+. This continues to be a priority area.</p>
Other targeted interventions Brilliant Club: Scholars Programme	<p>Year 9 Brilliant club: Scholars Programme</p> <ul style="list-style-type: none"> • 67% of disadvantaged students received a 1st or 2:1, higher than national average. • Attendance to sessions from disadvantaged students were higher than national average. • Their written communication, subject knowledge and critical thinking all increase in line with or above national average. • Students felt they had a better understanding of University and were confident they could study at a University of their choice if they worked hard in school. • A large proportion improved their confidence explaining their points to a group.
Activity – Wider Strategies	
Contributions towards specific pastoral (attendance, behaviour and wellbeing) roles to support disadvantaged students;	Attendance for disadvantaged students across the school was above National Average (FFT) by 1.5%. Our attendance collectively was above National Average 0.4% (FFT). There is still a gap of 5%

<p>this includes new roles due to the increase in vulnerable students following the pandemic and the greater need from students</p>	<p>between non-disadvantaged and disadvantaged students.</p> <p>Ofsted stated “pupils feel very safe and say the school is friendly and welcoming”</p>
<p>Specific resources and support packages to give students the support required to engage with, cope with school and make progress</p>	<p>Improved P8 and Basics measures with Year 11 outcomes.</p> <p>Ofsted captured that “pupils feel very safe. They attend regularly and promptly and take great pride in presenting and organising their work carefully.”</p> <ul style="list-style-type: none"> • Revision guides purchased for KS4 students to support with extra revision in after school sessions and at home. • Food to support with morning and after school interventions, alongside breakfast for our most vulnerable students. • Hegarty Maths has been targeted with specific disadvantaged students. • Uniform purchased • Travel passes to and from school purchased

Our disadvantaged students have increased the amount of co-curricular clubs they are attending by 9%, but still only 54% attend co-curricular. A target from our recent Ofsted report that some pupils are not taking advantage of all the opportunities that are available to them to develop their talents and interests through the wider curriculum.

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 reading programme	LexiaUK
Various testing programmes	GL Assessment
The Scholars Programme	The Brilliant Club
Careers information and resources	Unifrog