

Pupil premium strategy statement: December 2024

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	974 (829 in Year 7-11)
Proportion (%) of pupil premium eligible pupils	31.3%
Academic year/years that our current pupil premium strategy plan covers	2022-2025 (3 academic year period) – Year 3
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Robin Newman (Principal)
Pupil premium lead	Maxine Goodes (Senior Vice Principal)
Governor / Trustee lead	Robert Whitaker (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£285,600
National Tutoring Programme funding allocation for this academic year	£0
Total budget for this academic year	£285,600

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. Literacy is a key foundational skill required across all subjects. Reading comprehension challenges and grappling with subject specific terminology can limit access to resources and reduce confidence and engagement.
2	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. Financial stress at home can lead to anxiety or depression, which may affect their focus and engagement in school.
5	Attendance rates for disadvantaged students are below that of non-disadvantaged students. Attendance on trips and educational visits of disadvantaged students is below that of non-disadvantaged students.
6	Disadvantaged students may have reduced parental support. Parents or carers may be working multiple jobs or have financial pressures which may make it difficult to engage with their child's education, attend school events or support with home learning. Disadvantaged students can lack access to resources and revision materials coupled with low levels of aspiration, resilience and study skills which leads to low confidence.

Intended outcomes

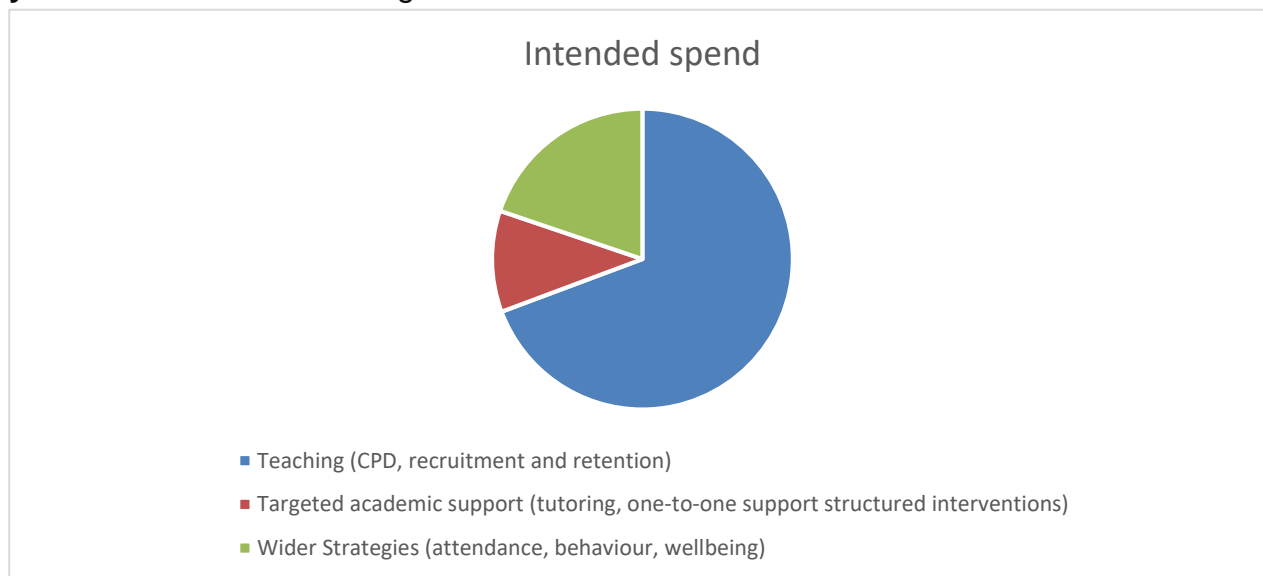
This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

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, 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 and 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 taught and wider Personal Development, curriculum.
Improved outcomes at KS4 in summer 2024.	Year 11 tutorial time, with dedicated English, maths, and science support, alongside a range of support for EBacc and open bucket subjects, has delivered key knowledge and skills required by students, leading to a decreasing attainment gap between disadvantaged and non-disadvantaged students at KS4.
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.	<p>More trained staff who support our disadvantaged students' mental health and wellbeing through offering therapeutic support from the Mental Health Support Team, trained First Aiders, counselling team and pastoral staff, trained in attachment and trauma.</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> <p>Disadvantaged students are supported with funding for private music lessons.</p>
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 are most at risk of Persistent Absence. Leading to decreasing the gap between disadvantaged and non-disadvantaged students' absence rates. Our disadvantaged attendance is above the national average for disadvantaged students (FFT/DfE data).
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. Disadvantaged students are receiving regular, meaningful, and public praise at the start of entire year group assemblies.

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: £199,920

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 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, 3, 4, 5
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
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, 3, 4, 5

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

Budgeted cost: £57,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
Planned use of curriculum time to do small group tuition to accelerate reading and numeracy levels	Research suggests “the attainment gap has widened for disadvantaged students during the pandemic” (National Foundation of Education Research, 2022) (DfE, 2022). Education Endowment Fund (EEF) state “evidence shows that small group tuition is effective, on average +4 months, on group sizes below 7” See link	1, 2, 4, 6
Use of Phonics and Lexia programmes to improve reading skills and enable students to become proficient readers, confident learners and GCSE-ready	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.”	1, 2
Use of Year 11 tutorial time to deliver additional English, maths and Science using Directors of subjects and experienced staff to lead this provision	EEF (see link) state “evidence shows that small group tuition is effective, on average +4 months, on group sizes below 7.”	2
Deliver KS4 academic interventions before and after school to support with preparation of GCSEs	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 hour's provision.”	2
Engage in academic intervention to close the attainment gap between non-disadvantaged and disadvantaged students <ul style="list-style-type: none"> • Targeted students to attend Tutoring sessions in small group sizes 	EEF (see link) state “evidence shows that small group tuition is effective, on average +4 months, on group sizes below 7.”	1, 2

Engaging our Year 9 students with the Brilliant Club: Scholars Programme to stretch and challenge through small group work as well as raise their aspirations and belief in themselves to be academically successful	Impact reports from previous Brilliant Club: Scholars Programme showing impact of the programme.	1, 2, 4, 6
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £28,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contributions towards specific pastoral (attendance, behaviour, and wellbeing) roles to support disadvantaged students	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).”	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	This can be a barrier to attending school or engaging in learning whilst at school.	3, 4, 6
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	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	2, 4, 6

Total budgeted cost: £285,600

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 2023 to 2024 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 appointment of Assistant Principal for PD to ensure high quality subject leadership and teaching	<p>Year 11 Progress 8 score in 2024 is -0.05, which is an average Progress 8 score compared to all schools in England.</p> <p>Disadvantaged students' Progress 8 score is -0.46.</p> <p>Fischer Family Trust contextual value added data indicates a Year 11 Progress 8 score in 2024 at +0.30 and +0.44 for Pupil Premium, indicating students at our school did significantly better than other students in similar schools.</p>
Curriculum implementation resources, including resources for reading strategy, to support disadvantaged students	<p>At the inspection in 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 in the sixth form.”</p>

	<p>Average SAS comparison for PP and Non-PP</p> <table border="1" data-bbox="614 241 1372 495"> <thead> <tr> <th>Year Groups</th> <th>Average Score non-PP</th> <th>Average score PP</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>105.03</td> <td>100.39</td> </tr> <tr> <td>8</td> <td>104.30</td> <td>101.69</td> </tr> <tr> <td>9</td> <td>107.08</td> <td>101.54</td> </tr> </tbody> </table> <p>The data above is taken from GL assessments and the students are tested twice yearly. Currently it is evident there is a gap between students who are Pupil Premium and students who are not. Our work to develop reading through the curriculum will continue to be of importance to try and reduce this gap.</p>	Year Groups	Average Score non-PP	Average score PP	7	105.03	100.39	8	104.30	101.69	9	107.08	101.54
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7	105.03	100.39											
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9	107.08	101.54											
<p>CPD resourcing to support the implementation of professional learning for staff</p>	<p>Our Ofsted report in March 2022 captures that staff are listened too, regarding how they can be supported. Our reading strategy continues to be developed with a significant focus on pre-teaching vocabulary. Our staff survey from November 2024 indicates that 67% of staff felt the school's CPD programme is extensive (with 23% stating neutral in response to this question).</p>												
<p>Activity – Targeted Academic Support</p>	<p>Impact</p>												
<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>See reading outcomes above. This will be more rigorously monitored to ensure all students who could use the Lexia programme are accessing the programme to improve their reading score faster than by their chronological age.</p>												
<p>Use of Year 11 tutorial time to deliver additional English, maths, Spanish and science using Directors of subjects to lead this provision</p>	<p>Engagement into tutorial slots was strong with 75% of Year 11 disadvantaged students having a least 1 half-term of intervention during form time.</p> <p>40% of disadvantaged students 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. Progress measure in maths was at the 73th percentile in 2024, and progress in languages at the 92nd percentile in 2024. English and science were lower and these will continue to be a priority areas.</p>												

<p>Other targeted interventions Brilliant Club: Scholars Programme</p>	<p>Year 9 Brilliant Club: Scholars Programme</p> <ul style="list-style-type: none"> • 69% of disadvantaged students received a 1st 2:1 or 2:2. • Attendance to sessions from disadvantaged students was higher than national average for this programme. • Their written communication, subject knowledge and critical thinking all increase in line with or above national average for this programme. • 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 sizeable proportion improved their confidence explaining their work to a group.
<p>Activity – Wider Strategies</p>	<p>Impact</p>
<p>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</p>	<p>Attendance for disadvantaged students across the school was above national average (Fischer Family Trust) by 2.7%.</p> <p>Our attendance collectively was above national average 92.3% (Fischer Family Trust). There is still a gap of 2.7% between non-disadvantaged and disadvantaged students. Attendance was 89.6% for disadvantaged and 93.5% for non-disadvantaged students. Attendance was in the highest 25% of secondary schools in England and the highest of 10% of similar secondary schools from Fischer Family Trust data.</p> <p>Ofsted, March 2022 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>Strong Year 11 GCSE and vocational qualification outcomes in 2024 which is the school’s second-best Progress 8 score. The school achieved an overall - 0.05 Progress 8 score, meaning progress was in line with national expectations. Maths was the highest performing core subject area for its progress score of +0.26. Low prior attainers (across all subjects) achieved a progress score of +0.35.</p> <p>Strong Year 13 A Level and vocational qualification outcome for sixth formers. A Level progress was +0.23, which was higher than the school’s previously best +0.16 Progress score in 2019.</p>

	<p>Ofsted, March 2022 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 and breakfast provided for our most vulnerable students. • Uniform purchased. • Travel passes to and from school purchased.
<p>A target from our Ofsted report in March 2022 was “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”.</p> <p>58% of our disadvantaged students attended at least one co-curricular activity in 2023/24. A target we aim to continue improve on is the retention of disadvantaged students at clubs as the figure drops to 41% disadvantaged students with disadvantage attending at least two or more activities on a regular basis. There are a significant number of disadvantaged students with disadvantage who take part in our Astroturf activities on a regular basis during the week as well as representing inter-school events and attending breakfast clubs.</p>	

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