

Student premium strategy statement – Haileybury Turnford: December 2025

This statement details our school's use of student premium funding to help improve the attainment of our disadvantaged students.

It outlines our student premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged students last academic year.

School overview

Detail	Data
School name	Haileybury Turnford
Number of students in school	1022 (878 in Y7-11)
Proportion (%) of student premium eligible students	33%
Academic year/years that our current student premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2025/26 to 2027/28
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Robin Newman
Student premium lead	Maxine Goodes/Crisi Wenzel
Governor/Trustee lead	Rob Whitaker

Funding overview

Detail	Amount
Student premium funding allocation this academic year	£296,700
Student premium funding carried forward from previous years	£0
Total budget for this academic year	£296,700

Part A: Student premium strategy plan

Statement of intent

Context

Haileybury Turnford is a school with over 1,020 students on roll. 33.33% of all students eligible for Pupil Premium Funding. 9.41% have SEN Support and 2.79% of students have an Education, Health & Care Plan. 17.7% of students have English as an Additional Language (EAL). Staff retention and stability is high. School local deprivation is above average.

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 cocurricular activities and educational visits to enhance their cultural capital.
- To ensure that our disadvantaged students have a strong sense of belonging to their school. attend well and have their mental health and wellbeing prioritised.
- To ensure disadvantaged students progress to appropriate and ambitious destinations beyond school.
- All disadvantaged students increase their reading age by a minimum of 6 months per year.
- 90% of all disadvantaged students secure appropriate and ambitious post-16 pathways.
- Reduce persistent absence for disadvantaged students to below 25% by July 2026 (to below the national average).

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 them 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.

Monitoring and Evaluation Processes

- Half-termly Pupil Premium progress review cycles via Flourish.
- Termly governor review reporting.
- Lesson visits and book scrutiny with a focus on disadvantaged students.
- Student destinations tracking and reviews.
- Student attendance tracking and analysis of persistent absence for disadvantaged students.

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	Attainment and progress results are lower for disadvantaged students at the end of KS4 than when compared to their non-disadvantaged peers.
3	Disadvantaged students account for a higher percentage of negative behaviour points in each year group.
4	Anecdotal evidence and knowledge of our students, as well as wellbeing surveys and attitude to learning data, suggests that 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 focus and engagement at school.
5	Persistent absence rates for disadvantaged students are significantly higher than those of non-disadvantaged students. In 2024/25, disadvantaged student persistent absence for disadvantaged students was 33.6% compared with 20.7% for all students. Overall attendance for disadvantaged students was 89.4% compared to 93.0% for all students.
6	Anecdotal evidence and parent/carers surveys would suggest that our disadvantaged students are more likely to have reduced parental support. They 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.

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, adaptive teaching, with a strong focus on reading strategies.	The reading strategy continues to be embedded into the curriculum. High quality training including adaptive practice and Professional Development (PD) continues to be provided to staff to ensure effective implementation of the curriculum for disadvantaged students. We will track and monitor this via Flourish, as part of our teaching and learning review cycle.
Improved outcomes at KS4 in summer 2026.	Year 11 tutorial time, with dedicated English, maths and Science support, alongside a range of support for open basket subjects will have delivered key knowledge and skills, leading to a decreasing attainment gap between disadvantaged and non-disadvantaged students at KS4. The gap in 2025, while significantly smaller than the national gap of 11.0, was 5.6 (A8 at our school was 43.2 compared to 37.6 disadvantaged A8 in 2025).
Improved attendance and reduction in persistent absence amongst our disadvantaged students.	A clear focus and high expectations around attendance will be visible. Systematic support will go into boosting students who are most at risk of persistent absence. While our disadvantaged student persistent absence is better than the national picture, we will continue to build on this as an area of strength.
Improved outcomes and engagement in education and aspiration for our HPA disadvantaged students.	Engagement strategies, including supportive and targeted aspiration mentoring will have been applied to our high prior attaining disadvantaged students, leading to improved outcomes in all subjects, including in English and Maths.
Prioritised the wellbeing and mental health of all students, including our disadvantaged students. All students will feel a valued part of our school community.	<p>Continue to prioritise the training and recruitment of staff who support our disadvantaged students' mental health and wellbeing through therapeutic support from the Mental Health Support Team, trained First Aiders, counselling team and pastoral staff. Training for staff in attachment and trauma response will have taken place.</p> <p>Students and staff will be able to identify adults who can support them.</p> <p>Students will feel included and valued, and this will be apparent through student voice and surveys.</p>
Continue to build on reward opportunities for all students.	Class Charts will be used routinely every lesson, with the gap between disadvantaged and non-disadvantaged students being negligible in terms of rewards. Disadvantaged students will receive regular, meaningful, and public praise. Positive
	phone calls home will be routine for all students, and be a priority for disadvantaged students.

Activity in this academic year

This details how we intend to spend our student premium funding **this academic year** to address the challenges listed above. **Total budgeted cost: £296,700.**

Teaching (for example, Professional Development, recruitment and retention)

Budgeted cost: **£187,400**

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 for disadvantaged students.	“High quality teaching improves student 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
Professional Development resourcing to support the implementation of professional learning for staff to benefit disadvantaged students.	“Ensuring that teachers are provided with high quality Professional Development is crucial in improving student outcomes.” EEF see link	1,2,3,4,5

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

Budgeted cost: **£70,800**

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 for disadvantaged students.	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 That Reading Thing, 123 Maths and Lexia programmes to improve reading and numeracy skills, to enable students to become proficient readers, confident learners and GCSE ready.	EEF states see link “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 experienced staff.	Education Endowment Fund (EEF) state “evidence shows that small group tuition is effective, on average +4 months, on group sizes below 7” see link	2
Deliver targeted KS4 academic interventions after school to support with preparation of GCSEs. Where appropriate this will be supplemented by small group tuition and in some cases 1 to 2 tuition.	EEF see link states “before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and welltrained staff are more clearly linked to academic benefits than other types of extended hour's provision.” 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 high prior attaining disadvantaged students with the Brilliant Club: Scholars Programme to stretch and challenge through small group work as well as raise their aspirations.	Impact reports from previous Brilliant Club. See link	1,2,4,6
Staff will keep abreast of relevant outreach and summer school programmes and where appropriate support disadvantaged students to apply.	Impact reports from Sutton Trust.	1,2,4,6
Mentoring and small group opportunities explored to continue to build on academic and literacy success of high prior attaining disadvantaged students.	Impact reports from Sutton Trust.	1,2,4,6
Planned Bridge to Secondary Reading Transition for lowest attaining Year 7 students, positively discriminating for disadvantaged students.	EEF tells us see link “Reading comprehension strategies are high impact on average (+6 months).	1,2,4,6

Careers programme amended so that every disadvantaged student has 1 to 1 mentoring conversation about future aspirations.	Toolkit reports an average benefit of “+2 months’ additional progress” for pupils who received mentoring compared to similar pupils who did not see link	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£38,500**

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, in accordance with our Pupil Premium strategy.	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 longterm understanding of different pathways and careers to support disadvantaged students achieving an ambitious destination post-Haileybury Turnford.	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
Support disadvantaged students with an interest in Music to take peripatetic music lessons in school.	In their “Arts participation” guidance, EEF lists arts participation (which includes music, drama, painting, etc.) as an approach with “moderate impact for very low cost”, showing +3 months’ progress (on average) in academic learning when pupils take part in arts activities. See	2,4,6

Part B: Review of the previous academic year

Outcomes for disadvantaged students

We have analysed the performance of our school's disadvantaged students during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Outcomes in 2024-25

To help us gauge the performance of our disadvantaged students we compared their Attainment 8 outcomes to those for disadvantaged and all students at our school and nationally.

This year has no progress data and so we were only able to evaluate performance based on attainment data.

Year 11	Disadvantaged students at our school	All students at our school	National disadvantaged students	All students nationally
Attainment 8	37.6	43.2	34.9	45.9
Attendance %	89.4%	93.0%	88.2%	92.3%
Persistent Absence %	33.3%	21.1%	34.5%	21.1%
%5+ English & Maths	22.9%	36.1%	25.6%	45.2%
% 4+ English & Maths	68.0%	48.6%	64.5%	43.5%

Disadvantaged students at Haileybury Turnford perform better than disadvantaged students nationally, but there remains a gap within the school between disadvantaged and non-disadvantaged students in terms of attainment.

The attainment gap grew from 2024 to 2025 for %5+ English & Maths for our students, a gap that will need to be addressed by our updated Pupil Premium strategy, although in terms of %4+ English and Maths, our disadvantaged students and all students outperform national attainment levels. An unexpected grade boundary increase in Maths disproportionately affected disadvantaged students who sat the higher tiered papers. This will be addressed in the school's Maths strategy in 2025/26.

We have also drawn on other school data to assess wider issues impacting disadvantaged students' performance, including attendance, behaviour and wellbeing.

The data demonstrated that attendance of disadvantaged students is a real strength, outperforming national statistics. As such, the focus in the current strategy document

shifts to addressing persistent absenteeism, while still maintaining the strategies that allow our students to have a strong sense of belonging, and to attend school regularly.

Student Voice

Disadvantaged students shared that:

- reading interventions have improved their confidence but subject vocabulary remains a challenge
- they value supportive relationships with teachers and clear classroom explanations to learn new knowledge, skills and understanding
- careers mentoring and Brilliant Club activities have raised aspirations
- pastoral staff are trusted, and positive recognition increases motivation
- barriers to attendance include anxiety, family responsibilities, and confidence

This feedback directly shaped our updated strategy, with strengthened literacy support, early academic intervention, enhanced careers opportunities, and increased pastoral provision.

Based on all the information above, the performance of our disadvantaged students met expectations, and we are at present on course to achieve the outcomes we have set ourselves to achieve by 2027/28, as stated in the Intended Outcomes section above.

The main area still to be worked on, as indicated by this review, is the attainment gap for key measures for our most vulnerable and disadvantaged students. This is addressed in our strategy document and will be robustly reviewed.

Our evaluation of the approaches delivered last academic year indicates that most strategies are effective, particularly in terms of engaging students in school life and ensuring improved attendance.

We have reviewed our strategy plan and made changes to how we intend to use our Pupil Premium budget this academic year.

Externally provided programmes

Programme	Provider
The Scholars Programme	Brilliant Club/Academic Horizons
Online reading programme	LexiaUK
Various testing programmes	GL Assessment
Careers information and resources	Unifrog

Service student premium funding (SPP)

How our service student premium allocation was spent last academic year
<p>SPP was used to assign a staff member to act as a Service Children Liaison Officer to plan and deliver pastoral support. Activities delivered included:</p> <ul style="list-style-type: none">• Supporting students and families with mid-year admissions.• Acting as the main point of contact for service families daily including liaison with military welfare teams.• Delivering academic support, assessing needs, and tailoring teaching to address learning gaps.
The impact of that spending on service student premium eligible students
<p>We observed that these provisions helped service children to settle quickly and continue learning, minimising disruption effects from school transfers.</p> <p>Attendance and achievement was in line with expected levels for students eligible for service student premium funding.</p>

Further information

Additional activity

Our student premium strategy will be supplemented by additional activity that is not being funded by student premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged students.
- Utilising support from our local [Mental Health Support Team](#) and local behaviour hub, to support students with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- Offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (for example, The Duke of Edinburgh's Award), will focus on life skills such as confidence, resilience, and socialising. Disadvantaged students will be encouraged and supported to participate.

Planning, implementation, and evaluation

In reviewing our current student premium strategy, we evaluated why activity undertaken in the previous year had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including exams and assessments, engagement in class book scrutiny, and conversations with

parents/carers, students and teachers, in order to identify the challenges faced by disadvantaged students. We also contacted schools local to us with high-performing disadvantaged students to learn from their approach.

We looked at several reports and studies about effective use of student premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have implemented a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for students.