

# 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 pupils.

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	Haydon School
Number of pupils in school	1749
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020-2023
Date this statement was published	16 Dec 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Robert Jones Headteacher
Pupil premium lead	Julie Martin Assistant Headteacher
Governor / Trustee lead	Sandeep Palmer

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 251,165.00
Recovery premium funding allocation this academic year	£ 38,425.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£289,590.00

## Part A: Pupil premium strategy plan

### Statement of intent

- What are your ultimate objectives for your disadvantaged pupils?

Our aim:

1. To close the gap in attainment and progress between DA and Non-DA students.
2. To ensure parental engagement in the learning of their children
3. To see DA students enjoying their school experience because they feel known and have access to enrichment activities

- How does your current pupil premium strategy plan work towards achieving those objectives?

Our plan:

1. Focuses on good quality teaching so all students meet or exceed their potential.
2. Focuses on the well-being of students and the importance of relationships in getting them to school and enjoying learning.

- What are the key principles of your strategy plan?

Our principles are:

1. Using evidenced based strategies will serve our student population well.
2. That quality teaching will help bridge academic gaps between DA and Non-DA students
3. That learning goes beyond what happens in the classroom.
4. Ensuring student well-being is at the heart of what we do.
5. Regular and consistent communication with staff in regards to student progress and our PP Strategy.

### Challenges

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

Challenge number	Detail of challenge
1	The progress of disadvantaged students has been generally below non-disadvantaged students. This is reflected in the school's progress data. This trend carried on for both CAGs and TAGs as seen below

	<p>although in 2020 and 2021 students were making above expected progress as a cohort against their expected outcomes (FFT).</p> <p>2017</p> <p>Whole cohort non-DA      -0.01</p> <p>Whole cohort DA            -0.21</p> <p>2018</p> <p>Whole cohort non-DA      +0.04</p> <p>Whole cohort DA            -0.41</p> <p>2019</p> <p>Whole cohort non-DA      -0.14</p> <p>Whole cohort DA            -0.6</p> <p>2020</p> <p>Whole cohort non-DA      +0.54</p> <p>Whole cohort DA            +0.22</p> <p>2021</p> <p>Whole cohort non-DA      +0.53</p> <p>Whole cohort DA            +0.01</p>
2	<p>Year 7 disadvantaged students are entering Year 7 with lower progress levels in English, maths and science than non-DA students. Key stage leads have created action plans as a result of this data and we will be re-testing to measure impact in the summer term.</p> <p>2021 Year 7 GL Assessment for Progress in English, Maths, Science</p> <p>English</p> <p>DA students average score      98</p> <p>Non-DA students average score 106</p> <p>Maths</p> <p>DA students average score      97</p> <p>Non-DA students average score 104</p> <p>Science</p> <p>DA students average score      93</p> <p>Non-DA students average score 100</p>
3	<p>Attendance of DA students is affected by a variety of social and emotional issues for many students.</p> <p>Current figures are:</p> <p>Year 7 PP    91%</p>

Year 8 PP	88%
Year 9 PP	85%
Year 10 PP	84%
Year 11 PP	89%

## 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
Good quality teaching across all subjects which meets the needs of DA students.	<p>DA students work is marked first</p> <p>Targeted feedback given to DA students</p> <p>Tier 2 literacy programme provided for DA students</p> <p>Performance Development targets for staff with a focus on 'closing the gap'</p> <p>Meeting or exceeding levels at key stage 3 and a positive Progress 8 result for all DA students.</p>
Improved progress of DA students across the curriculum at the end of KS4.	<p>Targeted interventions after 'data drops' by both curriculum and pastoral staff.</p> <p>Use of 'Know Your Class' sheets to reflect specific strategies for DA students</p> <p>Provision of tuition</p> <p>Easter school</p> <p>A positive Progress 8 result for all DA students.</p>
Address non-academic challenges to success in school, including attendance, behaviour, and social and emotional support	<p>Increased attendance following:</p> <ul style="list-style-type: none"> <li>• Focus groups</li> <li>• DA mentors</li> <li>• Appointment of attendance officers</li> <li>• Parental engagement increased at parents evening</li> <li>• Careers meetings</li> <li>• IT equipment provided for DA students without</li> </ul> <p>Attendance in line with the whole school target of 95%.</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: £14,480

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mark PP and SEND student work first (Haydon 5 and 6)	Teachers will know who the students are and mark work when fresh to provide quality feedback.	1, 2
Targeted feedback to PP/FSM students Sharing of best practice in T&L slot in briefings Training in VOICE mode of Google docs	Feedback on EEF is low cost and provides +6 months of progress	1, 2
Develop literacy in PP/FSM students-particularly tier 2 vocabulary Training in T&L slot in briefings-Thursdays Variety of faculties to share in T&L slot Thursdays best practice LP to create tier 2 word programme FTs Afterschool CPD session on tier 2 and 3 language	EEF literacy strategies provide +5-+6 months of progress.	1, 2
Performance dev focus on 'closing the gap'	Ofsted 2013 encourages perf management to make this a priority	1, 2

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

Budgeted cost: £72,398

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted interventions after data drops by curriculum areas and year teams</p> <p>Year teams have action plan after each data drop</p> <p>Targeted interventions listed on data analysis for subject areas</p>	<p>EEF- individualised instruction +4, one to one tuition +5, small group tuition +4</p> <p>Ofsted 2013- using data frequently to evaluate effectiveness of interventions</p>	1, 2
<p>Use of 'Know Your Class' sheets</p> <p>After data drops adjust the know your class sheets to reflect specific strategies.</p>	Ofsted 2013- encourages staff to know their students to accelerate progress	1, 2
<p>Tuition</p> <p>DA students targeted for tuition across years 7-13- should have at least 10 hours of tuition per subjects</p>	EEF- individualised instruction +4, one to one tuition +5, small group tuition +4	1, 2
<p>Holiday Catch-Up Schools</p> <p>Staff to be paid for English, Maths, Science and other relevant subjects revision/catch-up lessons</p>	EEF- individualised instruction +4, one to one tuition +5, small group tuition +4	1, 2

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

Budgeted cost: £202,713

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus Groups All PP/FSM targeted individual/small group focus groups on what they need to boost their attendance to school.	EEF - social and emotional learning brings +4 progress	1, 2, 3
FSM Mentors All FSM to have an in-school mentor meeting with a staff member once a week to focus on attendance, well-being & progress	EEF- can add +2 months of progress	1, 2, 3
Attendance Officers/DYL Two attendance officers appointed to monitor attendance and punctuality and take prompt action including that of the PP sub group Identify individual challenges to attendance for all FSM students with <91% - with immediate interventions.	The Department for Education (DfE) published research in 2016 which found that: <ul style="list-style-type: none"> <li>The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4</li> </ul>	1, 2, 3
Parental Engagement Targeted communication regarding key school events such as Subject Consultation evenings	EEF Parental Engagement adds 4 months of progress.	1, 2, 3
Careers All PP/FSM to receive Careers advice appointments and follow ups	Helps students see the link between education and future aspirations.	1, 2, 3
Laptop - Online Provision All PP/FSM to have the opportunity to loan a laptop from school to aid online learning where required	Allows students to access all learning resources available to them.	1, 2, 3

**Total budgeted cost: £ 289,591.00**

## 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?*

Over 2017-2021 we see the continued trend of DA making less than our expected progress. For this reason, further elaboration on our current strategy is provided in the section below entitled 'Additional Information'.

Attendance of DA students continues to be a concern.

#### 2020-2021- end of year

Year 7- 93% vs 95%

Year 8- 89% vs 93%

Year 9- 88% vs 93%

Year 10- 90% vs 93%

Year 11- 87% vs 93%

#### 2021 present

Year 7- 91% vs 94%

Year 8- 89% vs 92%

Year 9- 85% vs 90%

Year 10- 85% vs 90%

Year 11- 89% vs 91%

As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded

improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain high standards and clear procedures in relation to student attendance. We also had a robust system of pastoral phone calls during this time. During remote learning we ensured DA students had access to appropriate technology and were given the opportunity to come into school to access learning. Pastoral support has been expanded by adding more counsellors and the introduction of Mental Health First Aiders this academic year. We were also quick off the mark to identify students who needed laptops and wifi and met this need quickly.

Quantitative and qualitative data indicates that pupil engagement, wellbeing and mental health were impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used funding to provide summer school and other initiatives for students in Years 9 and 10. The entirety of these cohorts were invited with a focus on DA students. We are building on that approach in our new plan.

## 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
Not applicable	

## 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?	We had 4 service students last academic year. Identified effective strategies were used for these 4 as for other students who receive pupil premium funds. There was a focus on good quality teaching and pastoral support, early identification of gaps and interventions put in place, along with a focus on attendance during both face to face and remote learning.
What was the impact of that spending on service pupil premium eligible pupils?	All students projected grade 4 or above in English and Maths.

## Further information (optional)

Last academic year we invited an external body called Herts for Learning. They provided us with a comprehensive report and suggestions for actions. Since the visit two assistant headteachers have been given leadership over the school's PP strategy. The strategy has been streamlined and reduced to include actions which are clearly evidenced through research. Whole school training on 'Trauma from Poverty' is being investigated as part of HfL training.

The remaining Catch-Up Fund budget has been used to employ more counsellors to aid students who may find attendance to school difficult due to mental health constraints. This same fund is being used to train staff in Mental Health First Aid. Two staff per year group will be trained in order to play a leading role in their year group training others and working closely with the safeguarding lead. This knowledge will help staff understand PP students who struggle with mental health needs. Funds have been used to launch our literacy strategy across the school as gaps in reading and spelling have been identified. Further whole school CPD and even more form time activities to embed literacy are scheduled for the new year. Catch-Up Funds will also be used to support cultural capital trips/events for PP students in the new year.

Student voice will be accessed across the whole school. This will be done in such a way as to access PP voice both as a separate entity and as part of the wider cohort. This will then be discussed with the senior leadership team and actions put in place.

We are committed to developing not only the academic but cultural capital of our students. As a result all department improvement plans have a focus on encouraging and monitoring the participation and engagement of DA students in learning outside the classroom. The implementation of the PP strategy is also a key focus in department improvement plans, and at every data collection point the progress of DA students is specifically identified and appropriate interventions are put in place.

From September the senior leadership team has launched a Wildly Important Goal (WIG). This provides a single focus across the whole school for improvement. The Spring term will have the PP strategy as the WIG for the school. The main foci will be

marking PP student's work first, providing detailed feedback, using 'Know your Form' and 'Know your Class' sheets regularly, and attendance/punctuality.

A pastoral restructure which will begin in the Spring term will also see the hiring of two new attendance officers who will have a focus on PP students.

The Recovery Premium alongside School-Led Tutoring funds is being used to target small groups of DA students for tuition. This will be expanded to other years in the Spring term, with a number of holiday catch-up schools.

By reading the EEF Guide to Pupil Premium along with other relevant documents, consulting student voice, partnering with external agencies, and making the PP strategy our WIG we believe our strategy is robust.