

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	1695
Proportion (%) of pupil premium eligible pupils	18.11%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	12 Dec 2022
Date on which it will be reviewed	July 2023
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	£252,653
Recovery premium funding allocation this academic year	£71,346
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	£323,999

## 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/feedback so all students meet or exceed their potential.
2. Focuses on the well-being/attendance 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/feedback 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/attendance 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). In 2022 we can see the gap is still present but it is closing between 2019 and 2022 results which are the years we had externally assessed exams.</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> <p>2022</p> <p>Whole cohort non-DA      0.0</p> <p>Whole cohort DA              -0.41</p>
2	<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 93.3%</p> <p>Year 8 PP 91.5%</p> <p>Year 9 PP 86.9%</p> <p>Year 10 PP 82.4%</p> <p>Year 11 PP 77.3%</p>
3	<p>Academic Challenges</p> <p>Lack of independent learning skills and self metacognition</p> <p>Consistently good teaching</p> <p>Effective analysis of data</p> <p>Staff knowledge</p>

## 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/feedback 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>Holiday revision 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: £80,000

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, 3

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, 3
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 Literacy co-ordinator to create tier 2 word programme FTs Training staff in how to embed tier 2 vocab	EEF literacy strategies provide +5-+6 months of progress.	1, 3
Performance dev focus on 'closing the gap'	Ofsted 2013 encourages perf management to make this a priority	1, 3

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

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions after data drops by curriculum areas and year teams Year teams have action plan after each data drop	EEF- individualised instruction +4, one to one tuition +5, small group tuition +4  Ofsted 2013- using data frequently to evaluate effectiveness of interventions	1, 3

Targeted interventions listed on data analysis for subject areas		
Use of 'Know Your Class' sheets After data drops adjust the know your class sheets to reflect specific strategies.	Ofsted 2013- encourages staff to know their students to accelerate progress	1, 3
Tuition DA students targeted for tuition across years 7-13- should have at least 10 hours of tuition per subjects	EEF- individualised instruction +4, one to one tuition +5, small group tuition +4	1, 3
Holiday Catch-Up Schools Staff to be paid for English, Maths, Science and other relevant subjects revision/catch-up lessons	EEF- individualised instruction +4, one to one tuition +5, small group tuition +4	1, 3

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

Budgeted cost: £164,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	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

for all FSM students with <91% - with immediate interventions.		
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

**Total budgeted cost: £ £323,999**

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 2021 to 2022 academic year.

Over 2019-2022 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'.

### 2021-2022 end of year vs current

Year 7- 90.8% vs 93.3%

Year 8- 89% vs 91.5%

Year 9- 82.7% vs 86.9%

Year 10- 81.4% vs 82.4%

Year 11- 83.7% vs 77.3%

### PP academic progress

2019 vs 2022 (2020 and 2021 were TAGs and CAGs)

-0.60 in 2019 vs -0.41 in 2022

Attendance of DA students continues to be a concern although 4 of the five year groups are improving in attendance.

Progress is improving from 2019 to 2022.

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. 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 3 service students last academic year. Identified effective strategies were used for these 3 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?	<p>One year 9 student- 96.3% attendance and -1.06 for progress</p> <p>One year 11 student 92% attendance and progress at +0.88</p> <p>One year 11 students 96% attendance and progress at +3.06</p>

## Further information (optional)

Two years ago we invited an external body called Herts for Learning. They provided us with a comprehensive report and suggestions for actions surrounding PP strategy. 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.

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 was used to train staff in Mental Health First Aid. Two staff per year group have been 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. More form time activities to embed literacy are scheduled for this year and we are piloting a reading programme which focuses on PP students. Catch-Up Funds will also be used to support cultural capital trips/events for PP students this year.

Student voice was and will be again- accessed across the whole school. This is done in such a way as to access PP voice both as a separate entity and as part of the wider cohort. This is then 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.

Last academic year and this one- 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 had 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. This academic year the WIG will be just attendance of PP students for the whole year.

A pastoral restructure which began in the Spring term and saw the hiring of two new attendance officers who have a focus on PP students.

The Recovery Premium alongside School-Led Tutoring funds was used to target small groups of DA students for tuition. This is carrying on this academic year.

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.