



Haydon School



Pupil Premium Strategy

Sep 2021 - Aug 2024

PP Ethos

“Achieving individual excellence in a caring community.”

SLT Pupil Premium Lead: Julie Martin/Sam Kidd

Date of next PP review: September 2023 with regular impact reviews presented to governors (Student Committee)

Effective use of the pupil premium grant to decrease the attainment gap for our disadvantaged pupils continues to be a focus at Haydon School.

The DfE has recommended to schools the use of a multi-year strategy rather than full annual Pupil Premium plans. As such this plan covers the period 2021-2024. It will still be updated and evaluated on an annual basis, and we should still continue to conduct Pupil Premium expenditure reports each year. More information on the use of a multi-year strategy can be found here:

<https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#year-strategy>

Pupil Premium Information

The pupil premium is a grant given to schools to close the attainment gap between disadvantaged students and their peers. We receive £985 for each student eligible for free school meals, £2410 for each student adopted from care or have left care, £2410 for each student who is looked after by the local authority, and £320 per student with a parent serving in HM Forces or who has a parent retired on a pension from the Ministry of Defense.

Pupil Premium is based on numbers recorded in our January Census each year. Students are eligible for Pupil Premium if they are 'Ever6 FSM'. These are students who have been recorded as eligible for Free School Meals on any termly census during the last 6 years. There is no minimum amount of time that a student needs to be eligible for FSM in order to receive pupil premium funding. Any student currently eligible for FSM is automatically entitled to Pupil Premium funding, and students are eligible for FSM if their parents receive any of the following benefits:

- Income Support
- Income-based Jobseekers Allowance (JSA)
- Income-related Employment and Support Allowance (ESA)
- Support under part VI of the Immigration and Asylum Act 1999
- The guaranteed element of State Pension Credit
- Child Tax Credit, provided the parents are not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190
- Working Tax Credit run-on, which is paid for four weeks after you stop qualifying for Working Tax credit
- Universal Credit – for those applying on or after 1 April 2018, their household income must be less than £7,400 a year (after tax and not including any benefits they get).

Context of Haydon School - 6 Oct 2022

In year 7-11 Haydon school currently comprises the following student numbers;

Year Group	Number on roll	Number of PP Students	Number of FSM Students
7	246	58 (24%)	57 (23%)
8	289	57 (20%)	52 (18%)
9	245	53 (22%)	40 (16%)
10	289	70 (24%)	59 (20%)
11	271	49 (18%)	36 (13%)
Y7-11	1340	287 (22%)	244 (18%)

Further contextual information:

As of Oct 2022, the school (in Y7-11) has seven students with Education Health Care Plans (EHCP). Two of these students are also Pupil Premium and Free School Meal students. The school (in Y7-11) has 72 students who qualify for SEN support, 25 of these students are also Pupil Premium students.

As of Oct 2022, the school (in Y7-11) has five students who are Service children. Service children are pupils with a parent who is serving in HM Forces or has retired on a pension from the Ministry of Defence. One of the Service children is also a Pupil Premium student.

Total budget for 2022-23 based on January census £252,653.

We also receive funding for our LAC students of £2410. This is requested from the students' relevant borough where they reside, and is handled as a separate budget to our Pupil Premium allocation and overseen by our Designated Safeguarding Lead.

Data from previous years

	2015-16		2016-17		2017-18		2018-19		2019-20 (CAGs)		2020-21 (TAGs)		2021-22	
	A8	P8	A8	P8	A8	P8	A8	P8	A8	P8	A8	P8	A8	P8
Whole Cohort	55.36	0.06	51.25	-0.01	52.39	0.04	48.12	-0.14	56.29	0.54	57.68	0.53	53.0	0.0
Disadvantaged	46.4	-0.34	41.08	-0.21	40.35	-0.41	37.08	-0.60	47.43	0.22	44.66	0.01	40.10	-0.41
Gap	8.96	0.4	10.17	0.20	12.04	0.45	11.04	0.46	8.86	0.32	13.02	0.52	13.10	-0.41

Challenges to Learning for Pupil Premium Students at Haydon

The growing body of research into the challenges to learning for Pupil Premium students suggests that careful consideration of these challenges, both within the context of Haydon, as well as nationally, is essential to effective construction of intervention activities designed to narrow the gap between disadvantaged and non-disadvantaged students. Further useful information and research into the challenges to learning for Disadvantaged students can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf

Below is a summary of the main challenges to learning for our Pupil Premium students, based on research and the context of Haydon.

Challenges to future attainment of Pupil Premium students	
Academic (In School) challenges:	
A	Lack of independent learning skills and lower self metacognitive recognition in PP students leading to them being unable to self-regulate their learning
B	Consistently good teaching aimed at promoting the progress of Pupil Premium students
C	Effective analysis of collected academic data to implement appropriate interventions where PP students are falling behind non-PP students.
D	Improvement of staff knowledge on the individual needs of every Pupil Premium student
Non-Academic (External) challenges:	
E	Increased need to support parents with knowledge on how to support students with learning from home, and how to develop cultural capital.

F	Attendance of Pupil Premium Students is lower than non-PP students, and data shows us that PP students with lower attendance do not achieve as well as PP students who attend regularly.
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With this in mind, our below priorities and respective strategies intended to address them have at their nucleus a view to consider these challenges.

Our Priorities and Desired Outcomes for the next 1 year:

At Haydon we understand that no single intervention or activity will offer a complete solution to the complex issue of raising the attainment of disadvantaged students. Furthermore we understand that constant review of the impact of our strategies is necessary to ensure their effectiveness, particularly given the changing nature of each student cohort and the current challenges posed by the covid pandemic. We feel it is important that we offer a multi-faceted approach and that this will provide the best opportunity for all students to succeed. It is strongly argued by evidence based research that the overall key to closing the gap in attainment is to provide quality first teaching and learning. This is not to suggest that Pupil Premium students require a different pedagogical approach, but simply that they will react (and require) a stronger focus on quality teaching and learning than non-PP students. Therefore, a significant proportion of our budget is aimed at teaching and learning, as well as costs aimed at tackling the other challenges to learning.

There is a growing body of information and research documenting best practice by schools with spending of their Pupil Premium budget. In ensuring our strategy and expenditure was appropriate to the context of Haydon School, the following pieces of evidence were considered:

1. "The EEF guide to the pupil premium", (EEF, 2019)
2. "Supporting the attainment of disadvantaged pupils", (DfE, 2015)
3. "The Pupil Premium, how schools are spending the funding successfully to maximise achievement", (OFSTED, 2013)
4. "The Pupil Premium, how schools are using the Pupil Premium to raise achievement for disadvantaged pupils", (OFSTED, 2012)
5. "Evaluations of Pupil Premium Research Report", (DfE, 2013)
6. "A guide to Effective Pupil Premium Reviews by the Teaching School Council", (TSC, 2018)

In ensuring that our provision for Pupil Premium Students at Haydon School is the best that it can be, and considering the need for quality first teaching and learning, our strategy includes 3 main priorities as taken from the EEF:

A. Teaching

Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

B. Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy

C. Wider strategies specifically improving attendance

Wider strategies relate to the most significant non-academic challenges to success in school, including attendance, behaviour and social and emotional support. While many challenges may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

Planned Expenditure for current academic year

Academic Year 2022-23					
C. Wider Strategies					
Rationale: All wider strategies are predominantly Pastoral led with a focus on improving the aspirations and subsequent attendance of Pupil Premium pupils to school (95% attendance 18% PA)					
Priority	Actions/Approaches	Evidence/rationale for this choice	How will we ensure this is implemented well?	Staff Lead	Expected Impact

<p>Address non-academic challenges to success in school, with a particular focus on attendance of Disadvantaged students.</p>	<p>A) FSM Mentors Mentors to be assigned to FSM students with a known history of low attendance</p> <p>B) Attendance Office Attendance officer to support year groups with improving attendance to school, with a particular focus on PP and FSM. Attendance officer to support school with identifying barriers to attendance for FSM students</p> <p>C) Parental Engagement Targeted communication regarding key school events such as Subject Consultation evenings. Parents known to engage less with school are</p>	<p>A) Attendance is key to securing well-being, academic progress and to make the student feel valued in the school community. If the students are not in school, they cannot learn.</p> <p>B) The Department for Education (DfE) published research in 2016 which found that: “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”</p> <p>C) Low income families often do not have as much exposure to culture capital events and some may need support to access. EEF evidence that</p>	<p>A/B) Analysis of impact on attendance figures, linked to regular milestones and attendance targets Attendance data disseminated weekly.</p> <p>C) Targeted parents will be invited into school for additional events, and overall engagement with parents evening will be more closely monitored</p>	<p>A) SJK/SLT</p> <p>B) SJK</p> <p>C) SLT</p>	<p>A/B) All PP students feel valued with their voice heard. Tangible ideas to boost their attendance. Subsequent increase in attendance (95% PA 18%)</p> <p>All FSM students have a mentor/role model to offer advice/support. PP attendance increases (95% PA 18%)</p> <p>Quicker intervention for PP students. Increased attendance (95% 18% PA)</p> <p>C) Students and their families feel a part of the school community and attendance increases (95% 18%PA)</p>
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	<p>encouraged to attend in-school events.</p> <p>D) Careers</p> <p>All PP/FSM to receive Careers advice appointments and follow ups</p>	<p>Parental Engagement adds 4 months of progress. Builds relationships and confidence with parents being able to support attendance and learning at home</p> <p>D) Support students in seeing the link between attendance and engagement by creating future aspirations</p>	<p>D) Careers Advisor to regularly communicate to SLT regarding their engagements with DA students</p>	<p>D) Careers Lead</p>	<p>D) Improved aspirations for Disadvantaged students, and improved attendance seen as students understand more of the reason to be in school</p>
A. Teaching					
Priority	Actions/Approaches	Evidence/rationale for this choice	How will we ensure this is implemented well?	Staff Lead	Expected Impact

<p>Further develop whole school teaching and learning strategies around the Haydon 11 to promote the progress of disadvantaged pupils as part of offered Haydon CPD.</p>	<p>1. Mark PP and SEND student work first (Haydon 5 and 6)</p>	<p>Teachers will know who the students are and mark work when fresh to provide quality feedback.</p>	<p>Booklooks</p>	<p>CLs/SLs</p>	<p>Targeted feedback- high quality and detailed to students to help them make progress</p>
	<p>2. Targeted feedback to PP/FSM students (Haydon 11 # 6)</p> <ul style="list-style-type: none"> 1) Sharing of best practice in T&L slot in briefings 2) Training in VOICE mode of Google docs 	<p>Feedback on EEF is low cost and provides +6 months of progress</p>	<p>Booklooks</p>	<p>CLs/SLs</p>	<p>DA students empowered to make progress</p>

	<p>3. Develop literacy in PP/FSM students-particularly tier 2 vocabulary (Haydon 11 #9)</p> <ol style="list-style-type: none"> 1. Training in T&L slot in briefings-Thursday 2. Variety of faculties to share in T&L slot Thursday best practice 3. Literacy co-ordinator to create tier 2 word programme FTs 4. Training staff in how to embed tier 2 vocab 	<p>EEF literacy strategies provide +5-+6 months of progress.</p> <p>By the age of three, high-income children have double the vocabulary of low-income children.</p> <p>Low-low income- 11 million words, low income 24 million, high income 43 million</p>	<p>Form time activities</p> <p>Learning Walks</p> <p>SoW</p>	<p>Literacy Co-ordinator, YLs/CLs/SLs</p>	<p>DA students able to access curriculum and range of levels of society</p>
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	4. Performance dev focus on 'closing the gap'	Ofsted 2013 encourages perf management to make this a priority	Perf Dev booklet focuses on this Targets being met by staff	SLT/Teachers/Line managers	Staff focus on DA students to secure progress for students in line with or above MEGs
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B. Targeted Academic Support

Priority	Actions/Approaches	Evidence/rationale for this choice	How will we ensure this is implemented well?	Staff Lead	Expected Impact
Improve the effectiveness of data collection analysis based on high quality assessment to identify Pupil Premium students not making the required progress and implement appropriate intervention to tackle this.	<p>1.Targeted interventions after data drops by curriculum areas and year teams</p> <ol style="list-style-type: none"> 1. Year teams have action plan after each data drop 2. Targeted interventions listed on data analysis for subject areas 	<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>	<p>Data analysis sheets list targeted interventions</p> <p>War Wall- names moving to both English and Maths</p>	SLT/CLs/SLs/YLs	Interventions which will reduce the gap between student groups

	<p>2. Use of 'Know Your Class' sheets</p> <p>After data drops adjust the know your class sheets to reflect specific strategies.</p>	<p>Ofsted 2013- encourages staff to know their students to accelerate progress</p>	<p>All CLs check for quality of sheets</p>	<p>SLT/CLs/SLs/Teachers</p>	<p>Good relationships and student progress</p>
	<p>3. Tuition</p> <p>a. DA students targeted for tuition across years 7-13- should have at least 15 hours of tuition per subjects</p>	<p>Students make progress when in small tuition groups</p>	<p>Follow DfE guidance and appropriate students chosen for tuition</p>	<p>JMM</p>	
	<p>4. Easter School</p> <p>a. Staff to be paid for English, Maths, Science revision lessons</p>	<p>Intervention for targeted students to make progress</p>	<p>Targeted students for invite to maximise impact</p>	<p>JMM/Teachers</p>	

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Other Expenditure impacting the outcomes of Pupil Premium students

- SLT PP lead: To oversee the PP strategy and ensure the impact of the strategy is measured and acted upon.
- Pupil Premium Mentor: To work with and mentor PP students identified at data collection points as underachieving, or close to underachieving.
- Maths Learning Mentor: To support PP student underachieving in Mathematics. The impact of this role is continuously evaluated by the Heads of Mathematics.
- Attendance Officer: To support PP students with their attendance and punctuality. Works with disengaged families to improve their relationship with school.
- Pupil Premium Administration: To support with the administrative side of PP data. To ensure that effective tracking of interventions take place, as well as record individual bids.
- Teaching Deputy Year Leaders: To work with the year leader to support the progress, attainment, and attendance PP students in their year groups.

- Curriculum Leaders: All CL's spend a proportion of their time dedicated improving the outcomes of PP students, following the above plan.
- Staff Bids: All staff at Haydon have the opportunity to make bids for resources that will support the progress and outcomes of PP students. These bids are first sent to the SLT lead for approval and impact of these bids are reviewed at an appropriate time after completion of the bid.