

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	1696
Proportion (%) of pupil premium eligible pupils	20.97%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	12 Dec 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Robert Jones Headteacher
Pupil premium lead	Julie Martin Assistant Headteacher
Governor / Trustee lead	Caroline Brooks Sanjay Gohil

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£279,450
Recovery premium funding allocation this academic year	£75,072
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£354,522

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 2023 we can see the gap is widening from 2019 when we last had similar grade boundaries.</p> <p>2019</p> <table data-bbox="338 403 1407 537"> <tr> <td>Whole cohort non-DA</td> <td>-0.14</td> </tr> <tr> <td>Whole cohort DA</td> <td>-0.6</td> </tr> <tr> <td></td> <td>-0.46 difference</td> </tr> </table> <p>2020</p> <table data-bbox="338 627 1407 761"> <tr> <td>Whole cohort non-DA</td> <td>+0.54</td> </tr> <tr> <td>Whole cohort DA</td> <td>+0.22</td> </tr> <tr> <td></td> <td>+0.33 difference</td> </tr> </table> <p>2021</p> <table data-bbox="338 851 1407 985"> <tr> <td>Whole cohort non-DA</td> <td>+0.53</td> </tr> <tr> <td>Whole cohort DA</td> <td>+0.01</td> </tr> <tr> <td></td> <td>+0.52 difference</td> </tr> </table> <p>2022</p> <table data-bbox="338 1075 1407 1209"> <tr> <td>Whole cohort non-DA</td> <td>0.0</td> </tr> <tr> <td>Whole cohort DA</td> <td>-0.41</td> </tr> <tr> <td></td> <td>-0.41 difference</td> </tr> </table> <p>2023</p> <table data-bbox="338 1299 1407 1433"> <tr> <td>Whole cohort non-DA</td> <td>-0.20</td> </tr> <tr> <td>Whole cohort DA</td> <td>-0.76</td> </tr> <tr> <td></td> <td>-0.56 difference</td> </tr> </table> <table data-bbox="338 1456 1407 1545"> <tr> <td>Whole cohort non-DA (LA)</td> <td>+0.25</td> </tr> <tr> <td>Whole cohort DA (LA)</td> <td>+0.42</td> </tr> </table>	Whole cohort non-DA	-0.14	Whole cohort DA	-0.6		-0.46 difference	Whole cohort non-DA	+0.54	Whole cohort DA	+0.22		+0.33 difference	Whole cohort non-DA	+0.53	Whole cohort DA	+0.01		+0.52 difference	Whole cohort non-DA	0.0	Whole cohort DA	-0.41		-0.41 difference	Whole cohort non-DA	-0.20	Whole cohort DA	-0.76		-0.56 difference	Whole cohort non-DA (LA)	+0.25	Whole cohort DA (LA)	+0.42
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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> <table data-bbox="338 1747 1407 1982"> <tr> <td>Year 7 PP</td> <td>91.8%</td> </tr> <tr> <td>Year 8 PP</td> <td>84.1%</td> </tr> <tr> <td>Year 9 PP</td> <td>87.7%</td> </tr> <tr> <td>Year 10 PP</td> <td>87.1%</td> </tr> <tr> <td>Year 11 PP</td> <td>83.3%</td> </tr> </table>	Year 7 PP	91.8%	Year 8 PP	84.1%	Year 9 PP	87.7%	Year 10 PP	87.1%	Year 11 PP	83.3%																								
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3	Academic Challenges																																		

	<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>
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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>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"> ● Focus groups ● Appointment of attendance officers ● Parental engagement increased at parents evening ● Careers meetings ● IT equipment provided for DA students without <p>Attendance in line with the whole school target of 96%</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: £91,000

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 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 'teach them well'	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: £91,000

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 2023- encourages staff to identify gaps in students learning before moving to new concepts</p>	<p>1, 3</p>
<p>Use of 'Know Your Class' sheets</p> <p>After data drops adjust the know your class sheets to reflect specific strategies.</p>	<p>Ofsted 2023- encourages staff to identify gaps in students learning before moving to new concepts</p>	<p>1, 3</p>
<p>Holiday Catch-Up Schools</p> <p>Staff to be paid for English, Maths, Science and other relevant subjects revision/catch-up lessons</p>	<p>EEF- individualised instruction +4, one to one tuition +5, small group tuition +4</p>	<p>1, 3</p>

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

Budgeted cost: £172,522

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>FSM Mentors</p> <p>All FSM to have an in-school mentor meeting with a staff member once a week to focus on attendance, well-being & progress</p>	EEF- can add +2 months of progress	1, 2, 3
<p>Attendance Officers/DYL</p> <p>Two attendance officers appointed to monitor attendance and punctuality and take prompt action including that of the PP sub group</p> <p>Identify individual challenges to attendance for all FSM students with <95% - with immediate interventions.</p>	<p>The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> 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 	1, 2, 3
<p>Parental Engagement</p> <p>Targeted communication regarding key school events such as Subject Consultation evenings</p>	EEF Parental Engagement adds 4 months of progress.	1, 2, 3
<p>Careers</p> <p>All PP/FSM to receive Careers advice appointments and follow ups</p>	Helps students see the link between education and future aspirations.	1, 2, 3

Total budgeted cost: £ £354,522

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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

The data demonstrated that both attainment and progress of pupil premium students is below national averages.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing post-pandemic impacts and the fact that we do not stream students into the EBACC path) and to results achieved by our non-disadvantaged pupils.

The data demonstrates that we need to ensure high aspirations of PP students and higher levels of attendance.

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

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations, and we are at present not on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

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 tuition	My Tutor

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
We had 3 service students last academic year. Two in Year 7 and one in Year 10.
The impact of that spending on service pupil premium eligible pupils
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.

Further information (optional)

<p>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.</p> <p>The Catch-Up Fund budget was used to run summer schools to ensure a smoother transition from primary to secondary school. We have employed 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</p>
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scheduled for this year and we piloted a reading programme in 2022-23 which focused on PP students. .

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.

At every data collection point the progress of DA students is specifically identified and appropriate interventions are put in place.

Academically, 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 began in the Spring term and saw the hiring of two new attendance officers who have a focus on PP students.