



Haydon School



Pupil Premium Strategy

Sep 2020 - Aug 2023

PP Ethos

“To ensure we are aware of the individual needs of every child in our care, and we act according to these needs”

SLT Pupil Premium Lead: Sam Kidd

Date of next PP review: July 2021, 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. Given the increase in attainment gap caused by the periods of school closure during Covid 19, this will remain a focus for years to come.

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 2020-2023. 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 £955 for each student eligible for Pupil Premium, 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 - January 2021

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	244	60 (25%)	41 (17%)
8	287	53 (18%)	42 (15%)
9	273	54 (20%)	31 (11%)
10	272	51 (19%)	33 (12%)
11	310	49 (16%)	29 (9%)
Y7-11	1386	267 (19%)	176 (13%)

Further contextual information: Between Y7-11 we have 20 students with an Educational Healthcare Plan (EHCP). 5 of these 20 are Pupil Premium students. We have 104 who qualify for SEN support, 31 of which Pupil Premium. Unsurprisingly, the intersection of effective strategies targeted at Pupil Premium and SEND is large.

We receive £955 for each Pupil Premium student, and so our total Pupil Premium budget for 2020-21 based on the January 2020 census is £254,985.

We also receive funding for our LAC students of £2345. 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)	
	A8	P8	A8	P8	A8	P8	A8	P8	A8	P8
Whole Cohort	55.36	0.06	51.25	-0.01	52.39	0.04	48.01	-0.1	54.93	0.44
Disadvantaged	46.4	-0.34	41.08	-0.21	40.35	-0.41	36.99	-0.55	46.96	0.2
Gap	8.96	0.4	10.17	0.2	12.04	0.45	11.02	0.45	7.97	0.24

Barriers to learning for Pupil Premium students at Haydon

The growing body of research into the barriers to learning for Pupil Premium students suggests that careful consideration of these barriers, 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 barriers 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 barriers to learning for our Pupil Premium students, based on research and the context of Haydon.

Barriers to future attainment of Pupil Premium students	
Academic (In School) Barriers:	
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) Barriers:	
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 consideration of these barriers.

Our Priorities and Desired Outcomes for the next 3 years:

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 barriers 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:

- 1) Improve the progress of disadvantaged pupils through high quality teaching and learning.
- 2) Improve the analysis of data following data collection points to better identify Pupil Premium students not making the required progress and implement appropriate initiatives to tackle this.
- 3) Improve the attendance and punctuality of Pupil Premium students with a view to closing the attendance gap between PP and non-PP students.

Desired Outcomes (<i>desired outcomes and how they will be measured</i>)		Success Criteria
A	Improved progress of of disadvantaged pupils through high quality teaching and learning	The quality assurance of lessons involving disadvantaged students will show high quality targeted teaching and learning with no inadequate teaching. Higher expectations and aspirations of disadvantaged students will result in progress throughout the year. A highly effective curriculum will drive progress in disadvantaged students ensuring they develop the core knowledge and skills they need to be successful
B	Improved analysis of data following data collection points to better identify Pupil Premium students not making the required progress and implementation of appropriate initiatives to tackle this.	Effective data analysis based on accurate assessments will result in interventions being allocated to those disadvantaged students that need it the most. Initiatives will be quality assured and progress tracked. This will result in the progress of disadvantaged students. Behaviour and attendance data will also be tracked to ensure interventions are put in place so students are not disadvantaged though missing the high quality teaching and learning happening in lessons.

C	Improved attendance and punctuality of Pupil Premium students with a view to a closed gap between PP and non-PP students. The particular focus of this target is FSM students, who have consistently had a higher rate of Persistent Absence than non-FSM students	Overall attendance among pupils eligible for Pupil Premium meets national standards
D	Further improved use of 'know your class' activities to ensure that teachers are aware of their Pupil Premium students and their particular needs and barriers to learning	Every teacher and pastoral staff member will have knowledge of the Pupil Premium students under their care and what their needs and learning barriers are.
E	Improved parental engagement with the parents of disadvantaged students at Haydon	Greater contact with disadvantaged student's parents through phone calls, academic mentoring, parental support coffee mornings, and attendance to parents evening will result in improved progress, attendance, and behaviour for disadvantaged students
F	Ensure all Pupil Premium students take up the offer of extra curricular activities to support their progress and enrich their education through increased aspirations. To further increase their aspirations through effective access to our careers counsellor. To build on and improve the social and cultural capital of our students.	Enrichment activities will result in better student wellbeing as well as developing cultural capital within the students at the Academy. Finally the increased opportunities disadvantaged students will have to visit higher education establishments should result in a greater uptake to KS5 and increase the number of Haydon students going to university. Pupil premium students will have the same level of access to cultural capital as non-PP students.

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Planned Expenditure for current academic year

Academic Year 2020-21					
A. Improve the progress of of disadvantaged pupils through high quality teaching and learning					
Desired outcome	Chosen Action/Approach	Evidence and rationale for this choice	How will we ensure this is implemented well?	Staff Lead	Expected Impact
Improve the progress of disadvantaged pupils through high quality teaching and learning	<p>Raise levels of challenge for all disadvantaged students</p> <p>Ensure PP students have target grades as aspirational as non-PP students</p> <p>Distribution of PP students is consistent between classes, and that they are fairly represented in the higher Maths sets and in Triple Science</p>	EEF Toolkit has shown that high expectations along with peer tutoring can have a significant impact on progress of PP Students.	QA process followed by curriculum leaders with effective data analysis	SLT/LPs/CLs	Increased challenge should increase expectations which should improve progress for PP students and the gap should close.

	<p>Further develop whole school teaching and learning strategies to promote the progress of disadvantaged pupils as part of offered Haydon CPD.</p> <p>Mark PP and SEND student work first.</p> <p>Ensure that CPD is implemented around the metacognitive and self-regulation difficulties sometimes face by PP students. Ensure teachers have considered the 'Haydon Teaching Checklist' as part of their ongoing CPD. Ensure teachers are aware of the language of aspiration and have an understanding of students from different</p>	<p>Research from Sutton Trust has shown high quality teaching and learning has the biggest impact on the progress of disadvantaged students</p> <p>This will raise the profile of these individual students within the classroom so that teachers know and value them</p> <p>EEF toolkit suggest that Metacognition and self-regulation approaches have consistently high levels of impact, against very low cost. Students make on average 7+ months of additional progress each year with effective metacognitive development.</p>	<p>Analysis of staff attendance and engagement with CPD</p> <p>Effective PP training offered as part of in school CPD</p> <p>Reminders to staff that this is policy, not just a suggestion of good practice.</p>		<p>Improved teaching and learning will have a positive impact on the progress of disadvantaged students</p> <p>This will provide teachers with a more accurate picture of the individual needs of each student.</p> <p>Involvement of DA strategies in all teachers CPD 'diet' will result in improved focus on this area.</p>
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	social class groups.				
	Ensure that learning walks and lesson observations have a focus on the progress of disadvantaged students	Teaching standards	Record of learning walks as part of curriculum QA process	SLT/Curriculum Leaders	
	Development of a curriculum that challenges every student	A knowledge rich curriculum that develops skills which result in progress of every student, in particular PP students	Development of curriculum continues to be a focus of Curriculum line management. Effective curriculum maps continue to be produced in each area	SLT/Curriculum Leads	An effectively constructed and implemented curriculum is essential to the development of PP students and will result in more progress if completed correctly.
	Effective use of homework. Homework to be sufficiently challenging whilst attainable for PP students. Development of strategies to support DA parents with creating an effective homework climate at home. Aside to this, strategies to improve uptake of homework clubs at school when students are unable to access homework at home.	EEF toolkit has shown that self-regulation (and metacognition) can lead to +8 months of progress for disadvantaged students.	Data collection from SMHW, analysis of samples of homework set to PP students.	SLT Curriculum Leaders	PP student progress will be supported by consolidation of skills and knowledge outside lessons, resulting in further overall progress. Parents of DA students will have all on-boarded the sims parent app and satchel app.
	Create a culture of coaching for all staff.	EEF toolkit shows that effective teaching has a	QA, lesson observations.	SLT Curriculum Leaders	A collaborative approach of sharing good practice

	High performing teachers to support others with PP strategies through an open door policy and a collaborative approach. Identification of most effective teachers to further improve through student voice.	substantial impact on the progress of PP students and a disproportionately negative impact on PP students.			will result in more effective dissemination of strategies that result in increased progress for PP students.
B. Improve the analysis of data following data collection points					
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.	Ensure line management meetings have quality of assessment in their areas as a focus.	Effective interventions must be based on quality assessment	Line management minutes. Feedback from middle leaders.	SLT Curriculum Leaders	
	Effective monitoring and tracking of initiatives run by staff outside lessons.		QA of intervention sessions, and PP attendance at sessions.		
	Ensure progress of PP students is a focus following data collection points and that action points are reached by curriculum leads.	Targeted intervention will improve progress if implemented appropriately	Interventions for PP students tracked and impact/progress monitored.	ACA/DAG/JMM	

	Support for PP students provided through effective use of the PP mentor.		Intervention tracked on sims and impact measured. Fortnightly impact meetings with line manager to raise accountability		
	<p>Ensure behaviour data is appropriately analysed by CLs and YLs with a focus on PP students.</p> <p>Interventions to be put in place for any student with poor behaviour</p> <p>Effective use of rewards to recognise PP students with improved or maintained good behaviour.</p>	<p>Lower standards of behaviour in and out of classrooms will result in less progress.</p> <p>EEF Toolkit suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours</p>	Monitoring of PP behaviour data Line management meetings with YLs and CLs	SJK/DVG Year Leaders Curriculum Leaders	Improved behaviour is essential to an effective climate for learning. By getting this basic right, we create an environment in which PP students can thrive.
C. Improve the attendance and punctuality of Pupil Premium Students					
Improve the attendance and punctuality of Pupil Premium students with a view to closing the gap between PP and non-PP students. The particular focus of this target is FSM students, who have consistently had a higher rate of Persistent	<p>Ensure PP attendance data is disseminated effectively to all stakeholders.</p> <p>Ensure non-teaching DYLS continue their focus on attendance of PP and FSM.</p> <p>Ensure effectiveness of HSLO in monitoring and</p>	Students need to be in school and in lessons to make the progress they are capable of at Haydon	Attendance figures. Statistical comparisons with previous years and national figures. Pastoral QA process.	SJK/DVG/CNW Pastoral teams.	

<p>Absence than non-FSM students</p>	<p>intervening with PP and FSM attendance</p> <p>Continue to generate FSM PA report and follow up emerging trends.</p> <p>Provide attendance CPD to all staff.</p> <p>Continue to use attendance rag rating sheet weekly and follow up on impact of this.</p> <p>Increased monitoring of PP and FSM lesson attendance and truancy, with intervention where necessary.</p> <p>Close monitoring of communication home to parents of PP students with low attendance and the impact of this intervention. All attendance initiatives with PP and FSM students monitored throughout the year to assess impact.</p>				
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D. Further improve teacher knowledge of their Pupil Premium Students

<p>Further improve the use of 'know your class' activities to ensure that teachers are aware of their Pupil Premium students and their particular needs and barriers to learning</p>	<p>To continue to implement 'know your class' activities at the start of each year with a review when a new class is taken on.</p> <p>To ensure that pastoral teams have conducted know your class activities with their form groups to raise awareness of their tutees - in particular all subgroups, such as PP, SEND, and FSM.</p>			<p>SLT YLS CLs All classroom teachers</p>	
<p>E. Improve Parental Engagement</p>					
<p>Improve parental engagement with the parents of disadvantaged students at Haydon</p>	<p>Ensure weekly YL and safeguarding newsletters are effectively reaching parents of PP students.</p> <p>To develop a strategy to improve attendance of PP parents at parents evening</p> <p>Continue to improve implementation of PP parent coffee mornings.</p>	<p>EEF Toolkit suggests that improved parental engagement can have some positive impact on progress of PP students, on average it can increase annual progress by 3+ months.</p> <p>Evidence suggests that improved parental engagement is most effective with eldest siblings, and when combined with other strategies.</p>	<p>Monitoring of uptake levels of YL newsletter, as well as strategies contained in them that will affect PP parents.</p> <p>Continued monitoring of PP attendance at Parents evenings and the affect of intervention.</p>	<p>SJK/CNW/DVG/MRW Year Leaders Pastoral Teams</p>	<p>Improved relationship between home and school will further support students with developing both academically and socially.</p>

	<p>Thank you letters sent to PP parents who engage with school events, combined with follow up information.</p> <p>To ensure that parents are adequately supported with supporting their child's access to ICT at home. This begins with ensuring all DA students have access to a computer, and that parents are supported with knowledge of how to access the various apps and websites we use to support learning.</p> <p>To complete work on DA parental knowledge of school to further address the reasons for different engagement levels with school</p>	<p>Subtle acknowledgement of improved engagement with school should build a sustainable relationship between home and school.</p> <p>It is vital that DA students have the same access to ICT that non-DA students have.</p>			
<p>F. Improve aspirations of Pupil Premium students at Haydon</p>					

<p>Ensure all of our Pupil Premium students have access to our full range of extra curricular activities to support their progress and enrich their education through increased aspirations. To further increase their aspirations through effective access to our careers counsellor. To build on and improve the social and cultural capital of our students.</p>	<p>To monitor attendance of PP students at extra-curricular activities.</p> <p>To ensure that PP students are prioritised by careers counsellor and that follow up meetings are held to reinforce advice offered.</p> <p>To provide a cultural activity in school for every pupil premium student in y7-11.</p> <p>To further implement the Urban Scholars programme and ensure PP engagement</p> <p>To effectively analyse the uptake of A level subjects by PP students, and work to improve the proportion of PP students remaining with us for A levels.</p> <p>Involvement of Future First to support PP students.</p>	<p>One of the major barriers to achievement for PP students is not knowing their future career path. Effective careers guidance will minimise this barrier.</p> <p>The relationship between aspiration and attainment is complex, and research suggests that improved aspirations will not affect improved attainment, but will have longer term impact on the success of PP students.</p>	<p>Monitoring of Careers meetings.</p> <p>Data collected on extra curricular attendance.</p> <p>Student case studies.</p> <p>Student voice activities.</p>	<p>SJK SLT</p>	
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Other Expenditure impacting the outcomes of Pupil Premium students

- SLT PP lead (SJK): To oversee the PP strategy and ensure the impact of the strategy is measured and acted upon.
- Pupil Premium Mentor (SKP): To work with and mentor PP students identified at data collection points as underachieving, or close to underachieving.
- Maths Learning Mentor (KF): To support PP student underachieving in Mathematics. The impact of this role is continuously evaluated by the Heads of Mathematics.
- Home School Liaison Officer (LW): To support PP students with their attendance and punctuality. Works with disengaged families to improve their relationship with school.
- Pupil Premium Administration (KB): 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 (Y7/8): To work with the year leader to support the progress, attainment, and attendance PP students in their year groups.
- Attendance Form tutors (Y10/11): Extra form groups have been created in Y10 and 11 to work closely with the students most at risk of underachievement due to low attendance. A significant proportion of these form groups are PP a and FSM students.
- 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.